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ABSTRACT

Described in the report are the activities and accomplishments of a 3-year K-14 career education project serving over 21,000 students in 12 independent school districts, one parochial school, and a junior college. The project was composed of six components: Planning and implementation, occupational awareness (K-6), occupational investigation (grade 8), career exploration (grades 9-10), intensive group guidance for high school students, and placement and followup. For each of the components, a description of the program, goals and objectives, strengths and weaknesses, and future recommendations are presented. The third party evaluation by Educational Evaluations and Related Services is included in the document. An analysis of each component's accomplishments in terms of the stated objectives provides a measure of the success of the component. Ratings of staff and student achievements by project staff, counselors, school administrators, and other involved personnel are presented. Although the project was discontinued after the third year, superintendents have made applications for regular units to continue the exploration and investigation activities. Project forms and correspondence are appended. (RG)

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FINAL REPORT

Project No. 502 V65 0017
Grant No. OEG-0-73-5309

COORDINATED EFFORT FOR CAREER EDUCATION

Exemplary Project in Vocational Education
Conducted Under
P. L. 90-576, Title I, Part D

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Period Covered by this report:
July 1, 1973 - June 30, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Date Submitted: July 1, 1976

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The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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July 1, 1976

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SUMMARY

SUMMARY

This is the final report of the C.E.C.E. project, covering the three year period from July 1, 1973 to June 30, 1976.

The general objectives for the three year project were to acquire and/or develop the resources necessary to provide for the educational experiences needed by a majority of students to (1) become aware of the world of work, (2) make meaningful and informed career choices, and (3) prepare for that career choice.

In addition to these basic project objectives, each of the six components had their own objectives and goals. These will be stated and expanded upon in the body of the report. The personnel and procedures of the components are listed below.

1. Planning and Implementation - This component consisted of a director and a secretary on full time duty for twelve months each year. The Project Director's job was mainly of a two-fold nature. One was to give direction to each component and the project as a whole, and the other was to be a good public relations person in coordinating the project with the personnel of ten rural and two urban independent school districts.

2. Occupational Awareness - (K-6) - The project began with five personnel funded by the state and two funded by H.E.W. This number was reduced to five and one during the second year and one and one in the third year. As from the beginning, the staff's goal each year was to help the classroom teachers integrate careers into their daily lesson planning so that the students could be made aware of the many careers of the world.

3. Occupational Investigation - Two project teachers taught information about the fifteen occupational clusters as defined by the U.S. Office of Education to eigth grade students in five to seven schools each semester. To correlate their work and schedules, the C.E.C.E. project's cluster book, An Analysis of Fifteen Occupational Clusters Identified by the U.S. Office of Education, was used as a text. The teachers used aids such as films, filmstrips, field trips and resource speakers to supplement the text and make the teaching more meaningful to the students. During the third year, two schools in which C.E.C.E. teachers taught the first two years, hired an orientation teacher for their students. In addition, four other rural

and two urban school districts furnished their own Investigation program.

4. Exploration - This component was composed of four teachers teaching a different cluster. Each teacher taught from one to three classes in each of two or three schools each day. Then at the end of a nine week period the teacher moved from her schools and taught the students of another "cluster" teacher. In this way, each of the exploration classes was exposed to four different clusters during the school year. Even though the program was designed for freshmen level students, some classes included sophomores, juniors, and seniors. Part of the program necessitated teacher lectures, but the major part of it was spent in "hands on" experiences.

5. Intensive Group Guidance - Three vocational counselors working with the public school counselors, teachers and students in all twelve high schools of the county made up this component. Each year more than 1000 freshmen students were given the GATB. As soon as these tests were over, the counselors spent their time in "small group" sessions with the junior or senior students. "Work shadowing" was implimented during the latter part of each school year. This made it possible for the students to get "on the job" experiences with persons in the job market.

6. Placement and Follow-up - During the first year and a half of the program, a full time director and secretary made up this component. In January 1975 the director resigned to go back to college. In June 1975 the secretary was not rehired as the work of the component was placed under the direction of the C.E.C.E. project director. One of the major tasks of this component was the gathering of follow-up information on those persons who graduated from the high schools and college in the county.

In order to coordinate twelve independent school districts, a parochial school and a junior college, it was imperative that the C.E.C.E. staff be informed of the activities of all concerned. Among ways of doing this were:

1. weekly staff meetings and work days.

2. H.E.W. and T.E.A. in-service training sessions.

3. visits to other projects.

4. monthly newsletter to all teachers

5. participation in orientation and workshops.

6. Steering Committee meetings, and

7. Advisory Committee meetings.

In addition to the above, the schools and business communities were informed of the Career Education activities through the C.E.C.E. staff:

1. working in and with the schools.

2. participating in service organizations such as Rotary, Lions, Kiwanis, and parent teacher organizations.

3. visiting many businesses and schools, and

4. arranging tours and field trips.

Thus the schools, business communities and students gained a better understanding of the "World of Work" as a result of the project being in the county.

Results and Conclusions:

1. During each year of the project, the staff members of each component made a record of their activities. These "activity sheets," along with the pre and post-tests, personal interviews, and evaluation sheets, were valuable to the third party evaluators as they wrote their report at the end of the year.

2. A Steering Committee of the 12 public school superintendents of the county met periodically to discuss and give guidelines to the program. Since they administered their own school program, it was easy for them to inform their own school personnel as to how much participation was expected of them.

3. A nine member advisory committee, personnel from businesses in the county, met twice a year to review and give advice that would improve the program.

4. A college graduate credit course on Career Education was sponsored by the C.E.C.E. project for interested school personnel. The course was taught by professors in Career Education from E.T.S.U. Classroom teachers received an

over-all perspective of career education and how they could make it usable.

5. A county business/layman directory was published by the C.E.C.E. project and given to all school teachers. Among other things, this book informed schools how to plan and implement a field trip or how to get speakers into the classroom for the gathering and hearing about career information.

6. A cluster book entitled An Analysis of Fifteen Occupational Clusters Identified by the U.S. Office of Education was published and sold throughout the U.S., Canada, and Puerto Rico. This book, expecially during the early days of the Part D projects, was used as a Career Education "Bible". Over three thousand of these were sold.

7. Pre and post-tests were given to a sample group of approximately 1000 students each year to help determine the guidelines for the following year. The means of the post-tests were always higher than the pre-tests. This would tend to indicate that the project was making the students aware of the careers or occupations in the "world of work".

8. A career day was held each year at Grayson College for the senior students of the public schools. The C.E.C.E. staff arranged for approximately fifty businesses to send representatives to interview the students. Although all did not receive jobs, they at least were informed as to how to prepare and present themselves for job interviews.

9. During the three years of the project, equipment and teaching aids were purchased for use in the public schools by the C.E.C.E. staff. As a result, the schools will have access to this A.V. material now that the three year project has been completed.

10. Because state and federal money was made available to the project, elementary as well as secondary students have been made aware of the many occupational options available to them and will be able to make more realistic career choices based upon their individual aptitudes, preferences, and talents.

11. Because of the good sound broad base that the C.E.C.E. project established in Grayson County, the schools now have the ability to modify, learn and realign their planning so that career education could be an asset to all concerned.

The Grayson County project was unique in that it encompassed all schools in one county and covered the range of K-14. But like most programs, it did not last long enough. It was like the game:

1. On Your Mark! The first year was spent in preparing the personnel involved to get used to the ideas of career education.

2. Get Set! The second year involved the personnel of the project and the schools working and preparing materials and ideas to implement and carry on the program.

3. Go! The third year saw the project really working. Cooperation was in full swing, and people finally began to understand what the project's objectives were.

But the funding ceased at the time when it was felt that it could have done the most good. If the project could have carried on for two more years, it is most likely that the schools would then have "taken over" career education. As it stands now much of the drive will slow or come to a halt. The schools will then revert to their program of three years ago.

GENERAL PROBLEM

GENERAL PROBLEM

Staff members of Grayson County College submitted to the Texas Education Agency a proposal for a Coordinated Effort for Career Education at a time (January, 1972) when instructional programs in the public schools of Grayson County were not meeting the needs of over 60 percent of the students in relation to career preparation. In 1972-73, approximately 20 percent of the students in grades 9-12 of the public schools were enrolled in occupational instruction preparing them for employment upon graduation. Of this group, half were enrolled in production agriculture. According to the United States Department of Labor, only about 20 percent of the people in the labor force in 1970-80 will be in occupations requiring a baccalaureate degree. Education should provide the needed help to the 80 percent who will need to prepare for a career which does not require completion of a college program.

The problem of not meeting the educational needs of students in relation to career preparation existed partially because individual schools in the county did not have sufficient resources to offer a variety of instructional activities to meet the career preparation needs of even a majority of students. Another dimension to the problem was the change in the economic base in the region. Grayson County has traditionally been considered an agricultural area. Yet in the past two decades industry has increasingly become the basis of economic life. Information from the 1970 census indicates that over 30 percent of persons employed in the county are in the manufacturing field and only 4 percent in agriculture.

In response to these needs, Grayson County received a planning grant, February - August, 1972, from the Texas Education Agency for a Coordinated Effort for Career Education (CECE). Studies were made of existing career education programs and project proposals were submitted to the Texas Education Agency for CECE components. Six component proposals were funded until June 30, 1973, by the Department of Occupational Education and Technology, T.E.A. The six components were: Planning and Implementation, Occupational Awareness, Occupational Investigation, Intensive Group Guidance, Computerized Vocational Guidance, and Placement and Follow-up.

In May, 1972, the Texas Education Agency awarded CECE two research contracts in support of the project. The first provided for keypunching of student data cards for the Computer-assisted Guidance component and for the conversion of the Computerized Vocational Information System (CVIS) from DOS to OS by Region X. The second

provided for An Analysis of Fifteen Occupational Clusters Identified by the U.S. Office of Education, which defined what job families and specific occupations fall within each of the fifteen clusters. The analysis was a basic building tool upon which the implementation of virtually all of the components were dependent.

During the early spring of 1973, the project staff members of Grayson County College submitted a proposal to the United States Office of Education. The proposal was funded for 1973-74 and included: Occupational Awareness (with refocusing of the curriculum for developing awareness to the world of work and Occupational Orientation), Occupational Investigation, Occupational Exploration, and Intensive Group Guidance.

In addition, the Department of Occupational Education and Technology, Texas Education Agency, continued to fund in 1973-74: Intensive Group Guidance, Computerized Vocational Guidance, and Placement and Follow-up.

These six components, those funded by the United States Office of Education and the Texas Education Agency, provided for 19 professional staff members. From its inception, the Coordinated Effort for Career Education was operational in grades K-12, in 12 independent school districts and one parochial school, serving approximately 16,550 students and 940 teachers, counselors, and paraprofessionals on 47 campuses.

In 1974-75, the Computerized Vocational Guidance component was not refunded but the other components were. In the 1975-76 funding, the Placement and Follow-up work was placed under the work load of the C.E.C.E. Director. The Federal and State budgets were approved to provide 12 professional staff members and two secretaries. The same school districts were served as outlined above.

Also, in the second and third year, career work was begun in the college by the Guidance and Follow-up components. This brought the total county count to approximately 21,000 students.

GOALS AND OBJECTIVES

A. Elementary School

The initial objective of the career education program at the elementary school level was to increase student awareness of the world of work. This was best done by first expanding the student's

awareness of self and the occupational structure. Specific objectives concerning the students were as follows:

1. to recognize the importance of "self" as a worthy member of a group.

2. to identify the rights and responsibilities of the learner within the family and/or school environment.

3. to develop identification with workers--father, mother, or other significant persons.

4. to relate home and school careers to the functions of the community.

5. to become aware of our monetary exchange system and have a workable knowledge of it.

6. to appreciate the dignity of useful work.

7. to develop an awareness of what is required for human beings to get along with each other.

8. to become aware of the consequences of personal decisions.

9. to realize that career selection is related to personal strengths and weaknesses.

B. Middle School

At the middle school level the basic goals of the program were (1) to familiarize the students with the broad range of occupations and (2) to assist the students to acquire a basic understanding for future education and decision-making. More specifically, the effort attempted to accomplish specific objectives under the following dimensions of career development:

1. Evaluate self-characteristics. Students should acquire a realistic picture of personal interests, abilities, values and needs. They should then be able to relate this self-perception to curriculum choices and career requirements.

2. Explore broad occupational areas. Students were assisted in seeing the broad array of occupations available and should learn to identify skills necessary for securing a job in any particular area.

3. Develop appreciation of economic, social and psychological values of work. Students should develop awareness of (1) the need for acquiring a marketable skill, (2) the dignity of all honest labor, (3) the need for making meaningful career choices, and (4) the importance of personal values in career choices.

C. High School

The career education program at the high school level was designed to further bridge the gap between educational and work settings by providing added scope and depth to the student's knowledge and understanding of self, the broad spectrum of occupational opportunities, and specific careers of interest to him. More specifically, the program:

1. provided students with data about local employment conditions and job placement opportunities available at local, state, and national levels.

2. provided students with good job-seeking skills and a useful pattern of job-seeking behavior.

3. encouraged understanding of situations to be encountered in actual working situations.

4. assisted students to know where and how additional training and experience could be acquired that will encourage progress in chosen career(s).

5. provided an intensive occupational guidance and counseling program for students in the 11th and 12th grades.

6. tested all 9th grade students with the General Aptitude Test Battery and interpreted results.

7. developed a program for educational planning based on labor market data and follow-up information on former students of the public schools.

8. provided "hands-on" experiences for 9th graders in four of the fifteen job families identified by the U.S. Office of Education.

PLANNING AND IMPLEMENTATION

1. Program Introduction

The Project Director guided the staff in accepting the philosophy that career education becomes a part of the student's learning from the moment he enters school. It relates reading, writing, arithimetic and every other subject to the varied ways in which adults live and earn a living. But career education does not stop while the individual is a "school student". It is a life-long process continuing throughout the adult years. Thus career education brings the school, home, family, and the business community together to help the student learn how to become a productive member of society now and for the future.

After the staff was "sold" on the above ideas, then methods and materials had to be worked out for the staff to sell these ideas to the schools. This was a major task for the director to do in planning and implementing the program.

A steering committee composed of the twelve school superintendents was set up to help guide the program. Also an advisory committee of nine business persons of the county met twice each year for input and idea sharing. Speaking engagements were accepted to several organizations in order to inform lay personnel about the career project. College credit courses were sponsored for school teachers to get needed information about careers that they could use daily in their own classes. Inservice meetings and workshops were attended by the staff in order to keep abreast of the new ideas in the world of work.

The Planning and Implementation component consisted of a director and secretary. The overall direction had to be decided upon, and allocations of personnel and the budget had to be made each year. During the 1973-74 year, the staff consisted of nineteen professional personnel and four secretaries. In 1974-75 the C.V.I.S. component was phased out eliminating a staff member and a secretary. During the third year, funding allowed only two consultant coordinators in Awareness. Thus, the staff finished the project's third year with twelve professionals and two secretaries.

Acting as a liason person between the staff, the public schools and the college, much of the director's time was taken up in public relations work. However, the central theme of the project was at the forefront at all times. This was that everyone was to be made aware of the many vocational choices available. The student could accept or reject them, but from K through 14, they have become more informed. They now have a choice.

2. Objectives and Analysis

In the original proposal the basic objective was stated as:

> The Director of Coordinated Effort for Career Education will continue the planning and implementation of the project following the principles of public administration.

At the beginning of each fiscal year the director was responsible for setting up the direction that the program would follow. Some of the major activities each year that enabled this objective to be successfully carried out were:

1. Hiring professional personnel to staff the six components.
2. Arranging meetings and programs for the steering and advisory committees.
3. Systematically visiting the superintendents and schools.
4. Arranging for the printing and dissemination of over 3000 cluster books entitled An Analysis of Fifteen Occupational Clusters Identified by the U.S. Office of Education.
5. Compiling and submitting budgets of over $700,000 for the three year program.
6. Coordinating the implementation of career education throughout all of the thirty six elementary schools and the seventeen secondary schools of the county.

3. Conclusions and Recommendations.

The Planning and Implementation component of the project was highly successful. Career education was implemented into every grade level of the schools in the county, and as the first third party evaluation report stated, "this was a tremendous task."

As with most new ideas in education, change does not come about suddenly. Career education was new to most of the school and business personnel, and they had to "learn" about it. This takes time. Many are still in the learning stage.

A major recommendation that the C.E.C.E. staff would make is that projects of this nature be set up for five instead of three years.

Career choice should not be left to chance or accident. It should be made in harmony with self-understanding and resulting from an individual's own actions and self-determination. A longer time-span of projects such as C.E.C.E. could insure "planned choices" instead of "chances".

OCCUPATIONAL AWARENESS

1. Program Introduction

The Career Awareness K-6 component was funded by the Texas Education Agency in February, 1972. It then became one of the six components funded in the C. E. C. E. project in July, 1973. Its primary aim was to refocus elementary school curriculum toward Career Education by providing a program that met the needs of students in the "world of work". In the beginning the program consisted of six consultants working in thirty-six elementary schools in Grayson County. The consultants assisted teachers in analyzing the instructional program and textbooks being used in order to help them infuse career education into their existing curriculum. During the last school year, only two consultants worked in the schools, assisting teachers with resource personnel, off-campus learning experiences, bulletin boards, films, and other activities relating to the "World of Work". (Refer to Table I.)

TABLE I

Career Awareness Activities 1975-76

	Consultant Coordinator A	B	Total
Number of school districts	7	7	14
Number of Campuses	18	18	36
Number of Schools	15	15	30
Number of Teachers	260	280	540
Number of Students	3,760	4,433	8,193

2. Objectives and Analysis

Each of the original project objectives is stated with an analysis of the objectives.

> Objective I. --- To develop occupational awareness as a part of the instructional program of the elementary schools.

Occupational Awareness has been developed as a part of the instructional program in the elementary school. Handouts were developed and used by the consultants for the elementary teachers that were included in the project. Consultants assisted teachers in developing bulletin boards and other displays to draw attention to Career Education as it

related to the instructional program. The chart, Activities Report and Program Area Summary, shows some of the involvement of teachers with the Career Education program. (See Appendix, Page 40.)

> Objective II. --- To help teachers and other school personnel collect, interpret and use information to develop career awareness.

Consultants helped teachers and other school personnel collect, interpret, and use occupational information to develop career awareness. A community resource survey of industry was conducted and compiled in booklet form and distributed among the schools. In addition a parent survey was conducted on those available as resource speakers. Consultants were always available to discuss problems with teachers.

> Objective III. --- To develop processes of self-awareness and self-analysis so that teachers may help students develop a clear perception of themselves as they work toward full career potential.

From 1972-76, the involvement of teachers was always on a voluntary basis; thus this objective was the most difficult to carry out. Most teachers believed they were already meeting this objective, and the consultants found it very difficult to get teachers involved on a further in-depth study. To help combat this problem, teachers were given handouts, puzzles, and ideas on and about careers to get more of them involved.

> Objective IV. --- To provide teachers with methods and materials for student role-related experiences based on job and social changes and growth needs from which career choices may be made.

The Compass, a monthly newsletter, was made available to all teachers in Grayson County. It provided a needed and refreshing involvement and direction in Career Education. Teachers shared many career related activities by having articles published in the Compass. The sharing of career activities suggested by the teachers was most effective. (See Appendix, Pages 41-43.)

Career Education classes sponsored by C.E.C.E. and taught in Grayson County have benefited approximately one hundred teachers who enrolled and completed requirements for the course. The classroom teachers were able to share career information with each other, and they could implement their class "learnings" immediately into their daily curriculum.

> Objective V. --- To develop pre-tests and post-tests for administration to students to determine the extent which the

objectives of the Career Awareness component of the project have been accomplished.

Pre-tests and post-tests were given to first, third and sixth graders in most of the school districts in Grayson County. A modified version of the Awareness Inventory developed by the Harlandale Independent School District was used in testing the first and third grades. The Career Education Test Guide, developed by the Minnesota Research Coordinating Unit for Vocational Education, University of Minnesota, was used in testing sixth graders.

The Awareness Inventory used from 1974-76 was developed in the Harlandale Independent School District and used by the Corpus Christi project. The instrument was developed for K-2, but the Awareness Inventory 1-3 was modified and used by the C.E.C.E. staff. The inventory consisted of twenty six pages and each page had a set of four pictures. The students were instructed to mark the picture that best answered the question that was read aloud by the consultant.

Local norms were established for Grayson County. The population was the total elementary population of grades 1-3 in the Grayson County Schools served by C.E.C.E. A mean score was determined from the Awareness Inventory. (Refer to Table II)

TABLE II

Awareness Iventory 1-3 Given in 1975-76

Grade	No. of Tests Given	Pre	Post	Mean Gain
1st	79	18.8	21.9	+ 3.1
3rd	94	19.4	22.6	+ 3.2
6th	118	74.34	84.58	+10.24

Objective VI. --- To introduce information about clusters of occupations and to relate these to education preparation.

Each teacher received a list of the clusters of occupations along with the concepts.

Objective VII. --- To increase interest and develop a greater understanding and appreciation of the place of work in a person's life and our society.

Career Awareness concepts were distributed at the beginning of the project to each teacher by the consultants. Other concepts were conceived by the teachers as the work during the year progressed. (See Appendix, page 44.)

Objective VIII. --- To introduce information about clusters of occupations and to relate these to education preparation.

Each teacher received a list of the clusters of occupations along with concepts mentioned in Objective VI. (See Appendix, Pages 45-48.) The resource booklet of available businesses and parent classroom speakers was divided into a Career Cluster book and made available to each of the schools.

Objective IX. --- To plan and execute field trips that are occupationally oriented.

During the 1972-76 project years the consultants developed and assisted schools in the execution of field trips to the following locations.

Denison Post Office
Heard Museum
Local Banks
Miracle Gardens
Vavara Bakery
Cooke County Planetarium
General Telephone Company
Avard's Hydroponic Plant
Kroger Grocery Store
Sherman Post Office
Denison Dam
Sherman Public Library
Anderson's Slaughtering
Dentists Offices
Oisen Bodies
Dallas Art Museum
Eisenhower's Birthplace
Wilson N. Jones Hospital
Denison Herald
KDSX Radio Station
Municipal Airport
Denison Public Library
Tom Bean Fire Department
Bells Fire Department
Collinsville Fire Department
Denison Police Department
Sherman Police Department
Grayson County Airport
Southern Paint Company
Dallas Fair Park - Bicentennial Locomotives
Graham International Motor Co.
Grayson County College
Auto Mechanics Division
Computer Division
Business Department
Radio and T.V. Repair
Hagerman Wildlife Refuge
Ashburn Ice Cream Company
Whitesboro Manufacturing Co.
KXII Television Station
Ideal Baking Co., Paris, Texas
Denison Water Treatment Plant

Objective X. --- To coordinate and facilitate the use of resources, personnel, and media available in Grayson County and the communities of each school involved.

The consultants worked as a coordinated team to mobilize the resources of Grayson County for Career Awareness. An average list of consultants' activities with the percent of time devoted to the activity is shown on page 40.

3. Conclusions and Recommendations

The major strengths were:

1. Flexibility of schedule-Because of the nature of the work and lack of common calendars, the consultants did not adhere to a rigid schedule - thus, innovation was encouraged. A tentative schedule was set up and used by each consultant.

2. Involvement of industry-This is a carryover strength that was reinforced and strengthened each year of the project.

3. Coordination of ideas-Consultants shared ideas and materials in carrying out the project.

4. Experience-Consultants capitalized on the experiences of the previous years of the project.

5. Testing-Pre-tests and post-tests were administered to determine the effectiveness of the Career Awareness component. See Table II.

6. Coordination among all components of the project-Weekly staff meetings were held and each component was given the opportunity to share activities with the other components.

7. Efforts were concentrated on committed teachers and schools.

The major weaknesses of the program were:

1. Did not attend any conferences-We did not have enough input as to what other projects were doing throughout the state.

2. Personnel-Two consultants remained with the project the final year and were assigned to 36 elementary and middle school campuses throughout Grayson County.

3. Calendar-The staff operated without a county wide official calendar. Due to the independent nature of each school, there was a confusion as to holidays, sports activities, teacher work days, etc.

4. Lack of commitment on the part of administrators-With no authority to implement career activities, acceptance of Career Education on the part of some teachers was still lacking at the close of the project.

5. Lack of contact with curriculum coordinators and other administrators resulted in the consultants not being permitted to assist in analyzing current constructional programs, teaching materials, and/or textbooks in the local schools.

Recommendations to improve the Occupational Awareness Program

1. Provide a work area for consultants in each building.

2. Require in-service training for teachers each year.

3. Monies should be made available for consultants to attend conferences and visit other projects.

4. Stipends should be provided for teachers to attend sponsored workshops.

OCCUPATIONAL INVESTIGATION

1. Program Introduction

Many students have their first paying jobs during the summer between their junior high and senior high school years. These students need to be familiar with such things as duties, working conditions and salaries, as well as knowing what things they need to do and have before they look for a job (social security number, birth certificate, driver's license, reference cards, etc.).

Webster defines "Investigation" as a systematic inquiry or search to uncover facts and determine truth. In reference to the Coordinated Effort for Career Education, an appropriate definition would be "the detailed examination of career information to uncover facts about occupations and the application of those facts to the individual."

An Investigation class should provide the students with appropriate opportunities to observe and study in a systematic manner a variety of careers. These investigations by the students should be built upon the awareness of the "World of Work" that is begun and sequentially developed in kindergarten and the elementary grades. The Investigation classes should also serve as a "bridge" to the high school program of the Exploration of occupations and careers in grades nine and ten and the preparation for employment, or for the advanced preparation for careers in grades ten through twelve. At the middle school level, students also need to be involved in a variety of investigative activities concerning self-awareness, self-approval, self-interests, and career interests.

The program provided at an academic level a system that familiarized the participating student with at least five jobs under each of the fifteen job clusters. This system gave opportunity for the student to work on his own, or on a one-to-one basis with the instructor. Various types of media and learning aids were used such as film strips, films, slides, individual and group research projects, and final reinforcement of classroom learning through resource people, field trips, and interviews.

The basic source of information used in the Investigation classes was the book published by Grayson County College, An Analysis of the Fifteen Occupational Clusters. The Occupational Outlook Handbook and Texas View Scripts were also used extensively.

2. Goals and Objectives of the Project.

The original objectives of the project were:

> Objective I. --- The student will have attained knowledge of several major careers associated with the various subject areas studied.

The C.E.C.E. staff stated that this objective was fully attained by the project. Pre-test/post-test data indicated that students made significant gain in the cluster identification system. This objective was accomplished through the use of a multi-media system reinforced with resource people and off-campus learning experiences which exposed the students to the different occupations within the fifteen occupational clusters. The student gained knowledge about different job responsibilities, working conditions, salaries and requirements for employment. Special attention was given to relating entrance requirements to educational achievement. (Sample activities of the clusters, appendix pages 45-48. Career Day forms, appendix pages 48-53.)

It should be noted that the pre-test/post-test results showed a marked difference between the scores of those who had the course for one trimester, and those who had the course for a full year. The highest scores were made on the post-test by those who had taken the course for the full year.

> Objective II. --- The students will be aware of their own values, interests, educational achievements, and aptitudes.

The project staff felt that objective II was accomplished. The students, to a great degree, did become aware of their own values, interests, and educational achievements for their own eighth grade level. Realizing that values and attitudes may change as they grow older, they were made aware of the need to be open to self-awareness, as well as to the changes in our technological society. Decision-making problems were instigated as a means of strengthening their thinking process and understanding their values.

An individual aptitude test was not established, primarily because aptitude testing takes place at a higher level than the eighth grade (instigated by the C.E.C.E. counseling component).

> Objective III. --- The student will have prepared a tentative high school education plan best suited to his individual needs and desires.

This objective was met by the project as far as possible. Many students were helped to choose the courses in their high school curriculum that would help them to prepare for a particular field of employment or a particular interest that they indicated. However, most of the work in the Investigation phase of C.E.C.E. was done with the rural school districts. Most of these schools do not have the facilities to train students for "gainful employment." The curriculum offered consists of English, social studies, math, agriculture, homemaking, and possibly typing. Electives outside these categories seldom exist. Further-

more, there is little or no opportunity for them to travel to the "Area Vocational School". The students were shown that even "basic" studies are needed in all areas of employment.

3. Results and Accomplishments of the project.

The occupational investigation program was successful with the following strengths:

* Support of Administrative personnel was very good.

* There has been more community interest in education as a result of guest speakers brought into the schools and tours of businesses taken by the students.

* Students developed a more positive attitude toward most occupations including those that they had heretofore deemed menial.

* Students obtained social security cards and made personal reference cards to use in filling out applications.

* Students were able to gain firsthand experience of the "World of Work" due to our Career Work Day. (See Appendix, Page 48.)

* Due to the acceptance of the Career Education Investigation program, all but two of the school districts in which the C.E.C.E. staff taught have been approved for continuing Investigation in their regular school curriculum.

The major weaknesses of the program were:

* No text book - not enough uniformity in course structure between the schools in the C.E.C.E. program and those teaching investigation who were not in the program.

* Being in more than one school was a disadvantage. C.E.C.E. teachers did not have a classroom of their own. They could not leave materials at the schools but had to carry them with them.

* Due to the amount of time spent in traveling (two teachers split the workload in seven schools), there was not enough time to spend in preparation.

* Some clusters did not have enough accessible materials. (Example: Marine Science)

* Most of the schools involved allowed only limited field trips.

4. Recommendations for the future.

* To get the full value of the Investigation course, the students need to have some type of continuing follow-up in the high school.

* Each teacher could function better if he/she stayed in one school instead of traveling to two or more schools.

* There should be a classroom conducive to learning.

* There should be more "hands-on" experiences of the eighth grade students.

* Administrators should budget monies for field trips so the students could see the "World of Workers" in action.

OCCUPATIONAL EXPLORATION

1. Program Introduction

Career Exploration (9-10) has been the third step on the career ladder building on the foundation laid by Career Awareness (K-6) and Occupational Investigation (8).

The Career Exploration component completed, with great success, its third and final year during the 1975-76 academic year. Four professionals worked in cooperation with the Intensive Group Guidance and Placement and Follow-up offices to offer the occupational clusters of Fine Arts and Humanities, Communications and Media, Business and Office, and Health to ten Grayson County school districts. Each teacher taught four classes per day for a nine week period at two or more schools.

The major activity of this component, as stated in the original purpose, remained the same: to provide staff, materials, and equipment allowing students an opportunity to explore an occupational field of their choice. This activity was fulfilled by:

1. Providing laboratory experiences for students in the four specific career fields utilizing "hands-on" experiences.

2. Providing cognitive drills that paralleled the hands-on experiences.

3. Providing career information about the fields being explored to interested students.

The Career Exploration component developed a high school curriculum designed to allow the students to explore in depth the four previously mentioned career areas. (See appendix, pages 54-58.) This component provided students with occupational information in the four above areas. This information was enriched by providing students an opportunity to have "real" experiences through the process of "hands-on" exploration.

2. Objectives and Analysis

Instructional activities for exploration were:

Objective I. --- To provide laboratory experiences in a specific career field or occupational cluster.

The staff felt that this objective was fully met because the student exposure to each cluster was for a nine-week period, therefore giving time for in-depth study.

Objective II. --- To provide "hands-on" experiences for exploration instead of job skill development.

Throughout the existence of this component, the major thrust was in the form of "hands-on" experiences for the students in the four previously mentioned clusters. This was done in spite of the increase in number of schools served from four school districts during the 1973-74 project year to eleven schools in 1974-75 and ten schools in 1975-76.

Due to the change in personnel during the three project years, "hands-on" experiences varied within the clusters. However, the following are representative:

Fine Arts and Humanities:	"quickie" slide cartoons, painting commercial posters, technical writing and production of a full-length play complete with set design, make-up, and costuming.
Communications and Media:	producing a film and a newspaper, a television newsstrip - including production of advertising.
Business and Office:	examination of corporate structure, organization of a small business, work with business machines, and a simulated office clerical project.
Health:	blood typing, blood pressure, temperature, pulse, and respiration determinations, dental hygiene, and simulated cardio-pulmonary resuscitation.

Objective III. --- To provide experiences in both the cognitive and manipulative skills required by the occupations in the career field being studied.

The staff taught students the thinking procedure relevant to the accomplishment of the various tasks exemplified by the "hands-on" experience.

Objective IV. --- To allow students to experience both failures and success in the laboratory experiences without being either penalized or rewarded with grades.

Because of the academic system which placed emphasis on grades, the staff found it difficult to avoid the use of grades. The level of maturity

of most students necessitated the need for grades as an incentive.

Generally the staff took the approach that the students would be given a grade for attempting each "hands-on" experience or project. Students were encouraged to evaluate their own activities, and since the activities were carried on in the classroom setting, peer pressure was a factor. Some students became aware that desire and patience were attributes that often prevailed over talent, though these were not mutually exclusive. Students were not penalized for lack of ability. It must be pointed out that in most of the school districts where Exploration was taught, grading was required in some sort of traditional manner.

> Objective V. --- To inform students about which occupations require each of the exploratory activities experienced by the student.

The staff felt this objective was fully met. Different staff members used varying techniques, running the gamut from the "directed" or teacher-oriented technique, to the "discovery", or learner-oriented style. All met with fair to good success. Research of literature available detailing such information included career kits, the government's DOT, the government's Occupational Outlook Handbook, and Grayson County College's An Analysis of the Fifteen Occupational Clusters. The staff's own pre-post tests over this information reveal a reasonable increase in the students' knowledge, and the staff feels that students will retain, at least, the origin of the knowledge.

> Objective VI. --- To provide pre-tests and post-tests to determine the effectiveness of instruction.

Each staff member developed pre-post tests during the three project years, individually administered them, and changed them as needed - based on the evolution of the program. In 1974-75, each staff member gave the Career Education Test Guide Grades 7-9 Form A developed by the Minnesota Research Coordinating Unit for Vocational Education. This is a standardized general information test, and although, when used as a pre-post test it might reveal changes in attitude or the progress made through the entire eight through twelfth grade program, the staff felt that it was not related to specific fields of Exploration such as Health Occupations or Business and Office Occupations.

It was the feeling of the staff that the Career Education Test Guide Grades 7-9 Form A was not specifically geared to the course content and therefore was an inaccurate measure of the students' achievement.

To further facilitate the achievement of all objectives and authenticate the cognitive experiences, other methods employed by the staff were

arranging and conducting field trips and securing and assisting resource speakers who actually are involved in the complex "world of work."

To encourage students to identify their attitudes, interests, and aptitudes as they developed throughout the program, the following tools were employed:

1. Pre-post tests
2. Job impression sheets
3. Job description forms
4. Group discussions
5. Role playing
6. Simulation games

In addition to planned experiences, the Career Exploration component encouraged students to do independent study and pursue their specific interests.

Other functions performed by the staff in addition to their regular classroom duties included providing teaching aids to other teachers who were interested in implementing career education into their curriculum. Also, staff members presented in-service programs, participated in workshops, and spoke to organized groups within the community.

Additional objectives in regard to student achievement were set forth to provide exploratory activities with both "hands-on" and cognitive experiences. These objectives assisted students in:

1. Exploring their occupational interest in depth
2. Discovering the abilities and aptitudes required by the occupations explored
3. Narrowing career goals
4. Formulating more specific educational plans to achieve tentative career goals

From the beginning, the staff encouraged students to narrow their occupational choices within a freedom of choice framework, realizing that a negative reaction to an occupation was just as valid as a positive reaction for that student. In other words, students were allowed to

eliminate those occupations in which they had no interest.

3. Conclusions and Recommendations

The Career Education Exploration component enjoyed tremendous success during the three project years. From its inception in fiscal year 1973-74, when it was a new, untried program in this area, to its conclusion in fiscal year 1975-76, this component developed into an intrical part of career education in this locality.

This component filled a need to bridge the gap between the Investigation component, offered primarily to eighth graders, and the Intensive Group Guidance component offered primarily to eleventh and twelfth graders. This was done by giving the student more in-depth experiences in clusters to which they were previously only introduced. The placement of this course in the curriculum between the eighth grade program and the eleventh and twelfth grade program came at a time when students should be beginning to narrow their potential career choices.

The success of this component was further justified by the increase or mean gain, almost without exception, on the pre-post tests given by staff members. Many students remarked about the quantity of knowledge they did acquire after seeing the results of their post-tests.

Another viable result of the program was obvious in the reaction of the students to the various fields of work. Even if they do not pursue one of the four clusters, they did gain some insight as to how those areas might affect them as consumers.

The establishment of the Exploration phase of Career Education was successful with the following strengths:

1. Staff members displayed a great deal of creativity, self-motivation and stamina.

2. Students were given opportunities to "touch and feel".

3. Students had access to pertinent literature.

4. Students were made aware of educational opportunities available at Grayson County College.

5. Students were exposed to real-life situations through use of resource persons and off-campus learning experiences.

6. Students found this course relevant because it permitted the transfer of skills from other courses to this one.

7. Staff members also gained the cooperation of local key people in occupations related to the different clusters and the cooperation of the faculty of Grayson College. These persons contributed information, advice, materials and valuable time to the program and served on the advisory committee.

8. Staff members developed an outline for a curriculum in Career Exploration, using a minimum amount of equipment in a temporary classroom.

9. Staff members developed a constructive, working relationship with the exploration student and many school administrators and faculty members.

The Exploration Staff recommends the following:

1. Career Education should be an elective for the tenth, eleventh and twelfth grade.

2. Special Career Education courses should be developed for Special Education students. Do not mix these classes.

3. The use of six staff members to offer six occupational clusters would benefit the student by providing more exploration opportunities. With Texas going to the twelve-week trimester, each cluster could be taught for a "one-half trimester" of six weeks duration.

By the end of 1975-76 year, most of the difficulties encountered in previous years had been resolved, and the staff concluded the project with a positive feeling of accomplishment.

INTENSIVE GROUP GUIDANCE

1. Program Introduction

The Intensive Group Guidance component provided staff, materials, and equipment to service a career guidance and counseling program for high school students in the twelve school districts of the county. Three counselors were assigned this responsibility.

One of the major activities was the administration and interpretation of the General Aptitude Test Battery to all students in Grayson County in grade nine, and to others in grades ten through twelve who had not previously taken the test. The program also provided career guidance through group sessions for students in grades eleven and twelve. Materials developed by the Vocational Group Guidance Program of Houston, Texas were used to aid in developing decision-making skills. These were then applied to individual career choices through self-assessment of interests and needs and synthesis of these factors with individual aptitude and achievement. Job research skills were also emphasized. Values clarification strategies were an integral part of the program. In group sessions counselors used resource personnel, career tours and work shadowing.

The guidance component coordinated the career guidance activities of school counselors by providing in-service training and assistance in perpetuating a career guidance program in their schools. Career counseling was also available on an individual basis to students in grades thirteen and fourteen at Grayson County College during the 1975-76 school year.

2. Objectives and Analysis.

In their efforts to effect an intensive group guidance program, the project staff implemented the following objectives:

> Objective I. --- To administer and interpret the General Aptitude Test Battery to all ninth grade students in Grayson County.

The Intensive Group Guidance component administered the General Aptitude Test Battery to ninth grade students in all twelve schools in Grayson County for school years beginning 1972 and ending 1976. The results of this test were interpreted on an individual basis to ninth grade students. In some schools interpretations for eleventh and twelfth grade students were done again in groups.

> Objective II. --- To provide group guidance sessions.

The guidance staff conducted group sessions in career guidance in nine county schools in grades eleven and twelve. Student participation

in some schools was voluntary, in others, mandatory. Curriculum for group sessions drew heavily on the Group Guidance program materials developed by the Vocational Guidance Service, Houston, Texas. Attention focused on self-awareness, labor market information and tools for employment. The group structure generally was ten sessions, one hour a week for one trimester of the year, with each of the two upperclass grades. Approach was designed for groups of eight to fifteen students, maximum.

Methods and materials were adjusted to meet the needs of each group. At the junior level, emphasis was placed on making adequate, realistic self-appraisals and on decision-making techniques. Values clarification strategies were used extensively in some groups; the Houston Company Concept materials were the primary approach in others. A combination of these two was used in many. All juniors took the California Occupational Preference Survey, an interest inventory. The results of this test, the General Aptitude Test Battery, and a personal needs assessment were used to explore kinds of jobs that would meet the individual student's personal needs, aptitudes and interests. Career tours were taken to industries, businesses and colleges to provide students with exposure to various careers and employment opportunities. Community resource personnel also participated in group sessions.

At the senior level, emphasis was placed on making realistic, informed career choices and on strategies for fulfilling those decisions. Job-seeking techniques were stressed (resume, application, interview). Work exploration was given special emphasis in the curriculum for the twelfth grade student. Work exploration consisted of placing students in a business or industry for a day to work on a one-to-one basis with a person actually doing the career of the student's choice. The jobs ranged from those requiring on-the-job training to those demanding one to three degrees.

Objective III. --- To provide individual career counseling.

Ninth grade students were seen individually. General Aptitude Test Battery scores in conjunction with an interest inventory (California Occupational Preference Survey or the Kuder Interest Test) were used to explore future career planning. Seniors were counseled individually prior to work exploration experiences. Counselors were available to all students, grades nine through twelve, for individual counseling sessions. Individual career counseling was also available to Grayson County College students.

Objective IV. --- To provide consultation with school personnel for the purpose of assisting students in career planning or career preparation.

The guidance staff worked with school personnel including teachers, counselors, librarians and administrators to meet this objective. Interested teachers were encouraged to participate in group sessions. Counselors were available to discuss ways to incorporate career guidance concepts and materials into the different curriculum areas. Guest speakers from business/industry and field trips were arranged by the guidance staff for teachers who wanted these services to help relate their particular subject to career opportunities.

Over the four-year period, numerous workshops and in-service programs were presented for teachers, administrators, counselors and non-school community leaders. The programs covered a wide range of interests:

1. Workshops on values clarification strategies for the classroom, conducted by Dr. Ralph Dahl, Region X Education Service Center consultant, and Ms. Mayme Porter, Austin College.

2. Training sessions each year on the administration and interpretation of the General Aptitude Test Battery for new guidance personnel, conducted by representatives of the Texas Employment Commission, Dallas.

3. Training in the use of Company Concept materials, Vocational Guidance Services, Houston, by personnel from that organization and from Region X Education Service Center.

4. Monthly county-wide counselor meetings.

Objective V. --- To provide career guidance for Grayson County College students.

Through planning with the Grayson County College Director of Guidance, counselors were available on a regular basis to Grayson County College students. Activities included testing and interpretation of test results and a two-day values clarification workshop in conjunction with faculty and students in the Sociology Department.

3. Recommendations.

In reviewing the program and activities over the past four years, the guidance staff recommends that:

1. The General Aptitude Test Battery be administered and interpreted to tenth grade rather than to ninth grade students.

2. Yearly training sessions for all counseling personnel on the administration and interpretation of the General Aptitude Test Battery and its use in conjunction with an interest inventory, and achievements test results be continued.

3. Continuous training for both teaching and counseling personnel in group process and values clarification techniques be provided and encouraged.

4. Each counselor work in not more than two schools.

5. The counselor be assigned permanent work space with storage area.

6. There be regular, weekly, one-hour group sessions with juniors and seniors throughout a whole trimester, as a minimum.

7. The number of students participating in group sessions be limited to not more than fifteen. Eight to twelve participants are recommended as an optimum size.

8. The participation of all eleventh and twelfth grade students be mandatory rather than voluntary, providing groups are limited to optimum size.

9. There be strong emphasis on and expansion of work exploration so that students' school experiences can tie in more closely with the on-going activities and expectations of business/industry. These experiences should start at the beginning of the senior year.

10. A career information center be established in each school library, to include as a minimum, the current issues of the Occupational Outlook Handbook and the Dictionary of Occupational Titles, free literature on careers, appropriate magazines and government publications.

11. There be continuous updating of the Directory of Community Resources, housed and maintained at one site, with input county-wide.

12. Regular monthly meeting of all counselors throughout the county be continued in order to share information and resources and to become aware of needs.

13. There be a coordinated, county-wide effort in the pooling of resources and activities of the individual institutions and school

districts. Examples of programs which might be shared or coordinated more extensively are:

(1) College Night (hosted in 1975-76 by Denison High School, 1974-75 by Sherman High School)

(2) Texas Manufacturers Association Town Hall meetings (held at various times by Grayson County College, Sherman High School, Whitesboro High School)

(3) Career Day (projected by Whitesboro High School for 1976-77)

(4) Hobby Day (an annual event at Howe High School)

(5) Career Day and Placement Day (hosted by Grayson County College since 1972-73)

(6) Engineer Day (hosted 1974-75 and 1975-76 by Johnson and Johnson Company)

(7) Career Information Panel, focusing on timely occupations within a specific job cluster (Mountain View Junior College, Dallas).

14. There be a career guidance program at Grayson County College offered through the existing orientation program, mini-courses in decision-making career choice, and job-seeking skills and self-evaluation through testing and work exploration.

15. At the junior college level, there be a central career information center established, staffed by trained personnel, qualified to counsel individually and to test and interpret results.

PLACEMENT AND FOLLOW-UP

1. Program Introduction

The Placement and Follow-up Director served as a liason person between the twelve public school districts and the business/industry community of Grayson County, and as an integral part of the C.E.C.E. project, job placement was uppermost in the mind of the director from the beginning. However, due to the fact that the economy suffered a severe setback during the three year time-span, very few persons were placed in jobs through the program. Those persons placed in the job market were able to hold on to them and made good employees.

Other duties of the Placement and Follow-up Director included:

1. Counseling students for interviews with employers.
2. Gathering, organizing and distributing occupational information.
3. Serving as a resource person for academic teachers-relating classwork to the world of work.
4. Conducting a follow-up on the high school student who graduated.
5. Helping to plan and conduct a Career Day for seniors each year.
6. Working with school counselors in problems and questions in the work field, and
7. Maintaining an up-to-date listing of available job openings.

2. Objectives and Analysis.

Each of the original project objectives is stated with an analysis of the objective.

> Objective I. --- To provide information for all students as to where they can find jobs, both part-time and full-time, and to provide aid to these students in securing these jobs.

This objective was met at a high percentage during the first two years because the project had a full time Placement Director. During the third year, the objective was met to a limited degree because of the

economic recession. However, any job information that was requested was given to the students involved.

Each year near the end of the spring semester a Career Day was sponsored and held on the Grayson College campus. The senior students from all the public schools in the county were invited. The businesses sent representatives to interview the students and give them information about their "World of Work".

The interviewers filled out an evaluation form on the students they interviewed and a copy was given to the school counselors for further interviews with the individual students. (See Evaluation Form in appendix, page 59.)

High school counselors and junior college students were provided information concerning local job openings through the college newspaper, The Graphic. Several students were placed in jobs through this media.

Two College Town Hall educational programs were held at Grayson College for students to discuss the practical application of subjects studied in the classroom, hiring practices, and job trends and job availability. These were sponsored by the Texas Manufacturing Association in conjunction with C.E.C.E. In addition to these, two of the public schools had mini-town hall meetings set up by the Placement Director.

The C.E.C.E. staff visited 114 county employers during the second year to seek information about the kind of jobs in each industry. Information was taken as to job requirements, special training, and projected openings. When the information was processed and evaluated, then a book entitled A Directory of Community Resources was published. These books were disseminated to teachers, counselors, and administrators in each of the schools. (See Survey Card in appendix, page 60.)

> Objective II. --- To design an information system to aid the placement office to determine which job will fit each student by utilizing employee and employer information.

This objective was met as mentioned above. The Directory was placed in the hands of the persons who could help students. Also some employers phoned in to the project and offered jobs to students. Mail-outs were sent to nearly 800 business firms, and talks were given to business, social and civic organizations.

Objective III. --- To upgrade and improve the instructional program of career education in Grayson County.

The first follow-up study was conducted on the 1973 graduating seniors. In October, 1973 and February, 1974 mail-outs were sent, and most answers were received by May, 1974. The exit information returned by the seniors was given to each representative school. This information assisted the other C.E.C.E. components and schools to determine curriculum modification and determined if students were identifying with sound career goals. Guidance counselors developed a better awareness as to changing job needs, and employment trends and job mobility patterns within Grayson County were analyzed.

Objective IV. --- To provide employment aid to out-of-school youth and adults who are enrolled in occupational programs.

This objective suffered during the project's time span. A few out-of-school persons made inquiries about job openings, but most were referred to the Texas Employment Commission in Sherman and Denison. A working liason was developed with the Texoma Regional Planning office (which coordinates the NYC in-school and NYC out-of-school drop outs and Operation Mainstream) in order to help these students in any way.

Objective V. --- To follow-up on every student who graduates or drops out of school before graduation for five years from the date of determination to see what occupation the student pursues.

This follow-up was carried out each year while the program lasted. A brief chart of the three years is given on page 39.

Objective VI. --- To record the information so that it can be retrieved by the computer and be analyzed yearly.

This objective was met each year and copies of the information was analyzed.

Objective VII. --- To contact each student annually to up-date this information by use of the mail. (See appendix, page 61.)

Talks were given by the Placement Director to each of the senior classes. Stress was put on the importance of returning the follow-up card promptly, and the students were informed of how the project would use the information.

Objective VIII. --- To provide alternate means of contacting students if there is no response.

This was achieved by letters to parents, telephone calls, and newspaper coverage on this endeavor. (See Sample Letter in appendix, page 62.)

Objective IX. --- To design the forms necessary to gather the data wanted and adapt it to the computer.

Students at Grayson College were employed to write and run the computer program and used the college's machinery and equipment to accomplish this objective the first two years. The third year these same forms were used as already set up.

Objective X. --- To adapt as much of the follow-up and placement program to data processing and computer as possible.

This objective was accomplished as outlined in the preceding paragraph.

Objective XI. --- To coordinate all placement efforts of vocational counselors, vocational teachers, and other personnel seeking employment for graduating seniors.

In-service training was held by the Placement Director to acquaint personnel about services available from the Placement component and current manpower trends in Grayson County. Information was given to vocational counselors of job openings as they occurred. Texas Employment Commission applications were provided to counselors in order to assist students when seeking employment.

Objective XII. --- To report to the administration and the Texas Education Agency the results of the study.

Records of the component have been kept and periodic reports were made. The three year average of personnel served with their approximate percentage of time is listed below:

Students	80%
Business/Industry	12%
School Personnel	8%
Total	100%

3. Conclusions and Recommendations

The Placement and Follow-up component can best be evaluated by summing up some of the major strengths and weaknesses. Some strengths were:

a. Conducted a three year follow-up of graduating seniors.

b. Served as a resource person for the public schools in the county.

c. Helped bring the schools and business/industry community together for a better working relationship.

d. Conducted a Career Day each year for seniors of the schools. Approximately 45 businesses shared their personnel with the C.E.C.E. project in interviewing the students. This was a valuable experience gained by each student even though most were not offered jobs.

e. Established support and good working relationship with the business community of the county through many visits and interviews.

f. Obtained exit forms and information on senior students for use in the Follow-up each year.

Some weaknesses of the Placement component were:

a. Due to the economic conditions during the three year period, job placement was not as high as had been hoped for.

b. There was a reluctance on the part of the county counselors to work on a 100% basis with the component.

c. Twelve schools have too many students for one person to get to know and help all of them find jobs.

d. Job openings in all twelve communities are hard to coordinate because its too large an area to cover by one person.

e. The component was under the project director after the second year. This extra work load was too much of an additional task for the director to assume and give to it the time that was needed.

APPENDICES

AN ANALYSIS OF THE

HIGH SCHOOL GRADUATES OF THE COUNTY RESPONDING (BY PERCENTAGES)

	1973		1974		1975	
	Male	Female	Male	Female	Male	Female
RACE						
(1) White	99%	96%	95%	93%	95%	88%
(2) Black	1%	4%	5%	7%	3%	12%
(3) Other	0	0	0	0	2%	0
ENTERED COLLEGE	74%	73%	70%	68%	75%	73%
IF WORKING						
(1) Making less than $100 week	21%	38%	25%	32%	33%	43%
(2) Present job related to high school training	25%	54%	28%	59%	31%	54%

OCCUPATIONAL AWARENESS ACTIVITIES REPORT AND PROGRAM AREA SUMMARY

Targeted Activities	Yearly Average
Arranging/Conducting Field Trips	72
Supplying Teaching Aids	483
Serving/Assisting Resource Speakers	76
Teacher Conferences about C/E	883
Adm/Support Personnel Conferences about C/E	148
Arranging/Conducting Assembly Programs	9
Visiting/Surveying Business and Industry	33
Speaker: Public School	16
Speaker: Business/Parent or Community Group	3
Demonstration/Unit Teaching	28
Administering/Interpreting Tests	16
Group Guidance Sessions	1
Regional/State Conferences	2
Other	35

Grayson County College

COORDINATED EFFORT FOR CAREER EDUCATION

6101 HIGHWAY 691 ● DENISON, TEXAS 75020 ● TELEPHONE 214/786-9555

Dear Parent:

We believe school should be relevant to the world of work. With this idea in mind, we are asking parents to help. If you would be willing to visit our school sometime during the year to discuss your work, please complete the following information questionnaire and return it via your child.

Examples of ways we plan to use resource persons in the classroom are these:

The fourth grade students are learning to use twelve inch rulers. A carpenter visits the classroom for 20 minutes explaining to the children the importance of measurements to his work. The student can easily see the importance of learning to use his ruler well.

The second grade pupils are being taught to tell time. Watches are very important in the world of work. Perhaps a nurse could visit the classroom and discuss the ways she uses her watch in her work.

There are many ways your work can be integrated into the subjects taught.

Once your completed questionnaire has been received in the office, our career awareness consultant will contact you.

C.E.C.E. Staff

Detach and return.

Name _____

Address _____ Telephone _____

Type of work performed by you: _____

_____

Check appropriate blank.

I could come to the school best in the _____ morning _____ afternoon.

The best day of the week for me to come to the school is:

_____ Monday _____ Tuesday _____ Wednesday _____ Thursday _____

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Grayson County College

COORDINATED EFFORT FOR CAREER EDUCATION

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Every body Is A Teacher

This is a second inquiry regarding parents that are interested in sharing their time to enhance the school program.

If you filled out the first survey, please disregard this one. If you are willing to be used for any of the following, please send this back to school with your child.

PARENT NAME _____
Last First Telephone

I. TRAVELS
Have you lived or traveled in a foreign country? Yes ___ No__
Where? _____
Have you traveled in various sections of the U.S.? Yes___ No__
Which localities? _____
Do you have pictures or movies of your travels? Yes___ No___
Would you be willing to visit a class and tell about your experiences in those localities? Yes _____ No _____

II. HOBBIES, COLLECTIONS, etc.
What interesting articles do you have which you would be willing to show to groups of children?
____Costumes ____Stamps ____Paintings ____Guns
____Dolls ____Coins ____Antiques ____Science Specimen
____Other (specify) _____

III. TALENTS, SKILLS
Please check if you do any of these:
____Storytelling ____Magic tricks ____Dancing ____Draw
____Puppets ____Skits ____Play an Instrument
____Others (specify) _____

IV. If you own a business or are manager of a business, or if you work for a city department or government agency, would you be willing to allow groups of students to visit your area of work?
Yes _____ No _____

Grayson County College

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WHY USE ROLE-MODELS?

By using role-models or resource speakers within the classroom the following can be attained:

special emphasis can be placed on subject matter,

subject matter can be explained in a totally different context,

relevancy of subject matter to the outside world can be shown,

students can be exposed to the following ideas or concepts:

- importance of all workers and people
- importance of co-operating with others
- importance of school and education
- the reasons why people work at their chosen occupations
- how geographic regions dictate certain jobs
- the inter-dependence of all workers
- the importance of satisfaction
- students get the opportunity to ask questions first-hand to a person qualified to answer their questions pertaining to his speciality.

Role-models can help you, the teachers, to teach students.

Grayson County College

COORDINATED EFFORT FOR CAREER EDUCATION

6101 HIGHWAY 691 ● DENISON, TEXAS 75020 ● TELEPHONE 214/786-9555

Career Education Concepts

1. All work is important.
2. People work for various rewards or satisfactions.
3. Some jobs produce goods; others provide services.
4. Any productive worker should be respected.
5. Many people work to make life better for all.
6. Some jobs are needed everywhere while others may be determined by where one lives, by supply and demand, or by changing conditions.
7. Learning basic school skills--reading, writing, spelling, computation, communication--is necessary for almost all types of jobs.
8. Training is necessary for most jobs; a well-planned school program can provide effective training.
9. Gaining information about many people and many jobs is part of the development process of choosing a career.
10. Understanding oneself is important in developing school skills and choosing a career.
11. Getting along with people is an important part of job success.
12. Information about abilities, aptitudes and achievement, and acceptance of this information help individuals make more realistic career decisions.
13. Careers are grouped by fields.
14. Exploratory work experience helps improve knowledge about careers.
15. Young women as well as young men should prepare for a career.
16. All school subjects have significance for career exploration.
17. Life is a process of change, growth, and development.

SAMPLE OF INVESTIGATION ACTIVITIES BY CLUSTERS

Agri-Business and Natural Resources

Guest speakers - soil scientist from Texas Department of Agriculture. Dairy farm owner and operator.

Tour - Hagerman National Wildlife Refuge.

Business and Office

Guest speakers - Executive secretary for manager of Sanger-Harris, Company.
- Business teacher at Grayson County College.

Tours - Security National Bank of Whitesboro (students secured loans to buy materials to produce product in manufacturing cluster.)
- Grayson County College Business Department.

Activities - Some classes sold shares of stock in the company they formed.

Communications and Media

Guest speaker - T.V. newsman

Tours - Radio station
- T.V. station
- Radio and T.V. repair shop, Grayson County College.

Activities - Taped program to be played on radio later-then listened to it.
- Published school newspapers.
- Made quickie slides presentations

Construction

Guest speakers - Architect
- Contractor

Tours - Construction site of new homes.
- Construction site of school.

Activities - Built sets for plays given during Fine Arts and Humanities cluster.

Consumer and Homemaking Education

Guest speakers - Cake decorating expert
- Texas Power and Light Home Service Representative
- County Extension Agent

Activities - Compiled recipe books from favorite family recipes.
- Decorated cakes

Environment

Activities - Painted city park playground equipment.
- Painted school playground equipment and trash cans.
- Conducted a "Clean Up Our City" contest.

Fine Arts and Humanities

Guest speakers - Clergyman
- Artist who demonstrated art techniques.
- Music director

Activities - Designed and drew house plans
- Landscaped yard
- Designed book cover for Career Education Booklet
- Put on plays for other classes in school.

Health

Guest speakers - Dental hygienist
- Ambulance attendant-trainer
- Registered nurse

Tours - Sherman Community Hospital
- Veterinarian's Clinic.
- Biology Department, Grayson County College
- Dental Clinic, Grayson County College
- Nursing Department, Grayson County College

Hospitality and Recreation

Guest speaker - Director of Sherman City Parks and Recreation

Activities - Formed travel agency where students had to advertise for a particular country through posters, brochures, and 30 second taped commercials.

- Play day - students developed their own games and were in charge of conducting them.

Manufacturing

Tours - Levi-Strauss, Company
- Pool Manufacturing Company
- Whitesboro Manufacturing Company

Activities - Students produced items to sell, using an assembly line method of production.

Marketing and Distribution

Guest speakers - Department buyer for Gibsons
- Saleswoman for Tupperware

Tours - Coca-Cola Bottling Company
- Sanger-Harris Company in Dallas

Activities - Advertised and sold items students manufactured
- Conducted a market research in Sher-Den Mall.

Marine Science

Guest speaker - Representative of Mobil Oil Company to discuss drilling for oil off the coast.

Tour - Loe's Highport on Lake Texoma

Activities - Conducted research on types and number of jobs that are available because of Lake Texoma.

Public Service

Guest speakers - Capt. B. Bell, Sherman Police Department
- Detectives Miller and Rains from S. P. D.
- Sgt. C. Carey, Texas Highway Patrol
- Denison Fire Chief Geo. Cravens

- Grayson County College Law enforcement instructor
- Armed Forces personnel (Marines and Army)

Personal Service

Guest speakers
- Beautician (gave haircut and blow-dry)
- Saleswoman for Mary Kay cosmetics

Tours
- Richard's Funeral Home
- Cosmetology Department, Grayson County College

Transportation

Guest speakers
- Engineer from Air Route Traffic Control Center, Euless, Texas.
- Long-haul truck driver

Tours
- Dallas/Fort Worth Airport
- Air Route Traffic Control Center

Career Education Work Day

One of the highlights of the Investigation phase of the C.E.C.E. program was the implementation of the Work Day. This involved students being placed in regular work stations of their choice for one complete work day.

Arrangements for the work day were made with the school, the employers and the parents. (See following pages)

Students were placed in:

Hospitals	Florist Shop
Nursing homes	Veterinarian's office
Police station	Welding shops
Fire station	Gas stations
Detective Office	Automotive repair shops
Pharmacy	Elementary schools
Nursery schools	Grocery store
Feed & Seed Company	Cosmetology School
Farm Enterprise Co.	Construction sites
Office Supply Company	Radio & Television Reporters

Employers as well as students benefited from this experience.

Grayson County College

COORDINATED EFFORT FOR CAREER EDUCATION

6101 HIGHWAY 691 ● DENISON, TEXAS 75020 ● TELEPHONE 214/786-9555

January 30, 1976

To the Parent addressed,

The Grayson County Career Education program has experienced phenominal success in orienting the students of Grayson County about the world of work. Many innovative ideas and projects have been carried out with the main emphasis on 'better informed' students.

On March 11, 1976 we plan to have an "Experienced Based Career Education" day in our school so that the students will have the opportunity to experience job related work first hand. Students will be able to go into an occupation that is of interest to them. They will spend the entire day 'on the job', beginning and ending the days work at the same time the regular employees do.

The employers will be contacted by the teacher and will complete a checklist form on each student, giving an evaluation of the students performance while on the job.

I feel that this will be a very profitable experience for the students. They may enjoy the job they have for the day and want to pursue that type of work further, or they may find that they don't like that particular type of work at all, and turn to other career fields. Either way, it will be an education experience. I hope that you will cooperate with us on this endeavor to give your child a better understanding of the world of work.

Thank you,

Mabelee Carney
Occupation Orientation Instructor
Coordinated Effort Career Education
Grayson County College

MC/dw

Grayson County College

COORDINATED EFFORT FOR CAREER EDUCATION

6101 HIGHWAY 691 ● DENISON, TEXAS 75020 ● TELEPHONE 214/786-9555

January 30, 1976

Experienced Based Career Day

* The Teacher will assign students to their job by March 4. These jobs are chosen from a list of occupations the students selected.

* Students will begin and end work on regular employee working hours.

* Students will furnish their own transportation from home to work and back again. (If this is not possible, contact teacher)

* Students will dress appropriately for the job they have chosen.

* Students are expected to be on their best behavior at all times.

* On March 12, 1976 the students will give an oral report to the class on his/her work day experiences.

* The student will be responsible for writing a very detailed report on their experience and turn it in for teacher reference.

* Students and parents should understand that this is a school activity and there will be no financial reward to the student.

* Each student will be visited "on the job" by the Career Education teacher and/or Director.

* Students are to furnish written permission slips from parents stating that they are aware of the occupation chosen by their child and they agree to accept all responsibility of their child while participating in their off-campus work day, therefore releasing the school and employers from responsibility.

** Sign here if you understand and approve of the guidelines as stated on this page. This is Not a permission slip (which must be turned in at a later date when jobs are assigned).

Thank you,

_____
Signature

MC/dw

Mabelee Carney

Grayson County College

COORDINATED EFFORT FOR CAREER EDUCATION

6101 HIGHWAY 691 ● DENISON, TEXAS 75020 ● TELEPHONE 214/786-9555

March 2, 1976

Dear Parent,

Your child, _____, has been assigned to _____ for our Career Education work day, March 11. He/she will report to work at _____ and will finish at _____.

You are responsible for transporting your child to and from work unless other arrangements have been made.

A hand-written note from you should be sent as soon as possible, stating that your child has your permission to work on this job and that the school and employers are relieved of all responsibility. (If your child has school insurance, it is still effective.)

Thank you for your cooperation.

Mabelee Carney
C.E.C.E.

MC/dw

Grayson County College

COORDINATED EFFORT FOR CAREER EDUCATION

6101 HIGHWAY 691 ● DENISON, TEXAS 75020 ● TELEPHONE 214/786-9555

March 4, 1976

Dear Employer:

Thank you for your agreement to help us in our Career Education work day on Thursday, March 11.

The student that will be working with you is _____

_____

He/she will arrive for work at _____ and finish at _____. Please explain to the student exactly what you want them to do. Each student has a note from his/her parents relieving the school and the employer of all responsibility should an accident occur.

The students will bring a check sheet to be filled out by you at the end of the day's work. It should be given to the student in a sealed envelope (furnished) and will be turned in to me the following day.

I will visit each student at some time during the day and will probably take some pictures for my files.

Thank you again for your cooperation in our effort to make the world of work more meaningful to our students.

Sincerely,

Mabelee Carney
Instructor
C.E.C.E.

MC/dw

Grayson County College

COORDINATED EFFORT FOR CAREER EDUCATION

6101 HIGHWAY 691 ● DENISON, TEXAS 75020 ● TELEPHONE 214/786-9555

March 10, 1976

Dear Employer:

Thank you for your cooperation and help in letting these eighth grade students get a day's experience in the "world of work."

Please take a few minutes at the end of your day to circle a number for each question below. This is a general rating of how the student performed and will take you only a few seconds to fill out. Return this sheet in the sealed envelope and the student will bring it to me tomorrow.

Thank you again,

Mabelee Carney

Student's Name _____

Please rate the student on a scale from 0 (low) to 5 (high)

1. Student's attitude toward employer.	0	1	2	3	4	5
2. Student's attitude toward customers.	0	1	2	3	4	5
3. Student's willingness to work.	0	1	2	3	4	5
4. Student's knowledge or interest in type of work performed.	0	1	2	3	4	5
5. Appropriate dress for the job.	0	1	2	3	4	5

Did student arrive to work on time? Yes____ No____

Would you be willing to cooperate with us again on another experience of this type in the future? Yes____ No____

Your name_____

Health Unit Studies

1. Medical Occupations

   Physicians
   Physician's Assistant
   Osteopathic Physician
   Osteopathic's Assistant
   Chiropractor
   Optometrist
   Optometric Assistant
   Podiatrist
   Veterinarian

2. Nursing Occupations

   Registered Nurse
   Nurse Anesthetist
   Licensed Practical Nurse
   Nurse Aides, Orderlys, and Attendants

3. Dental Occupations

   Dentists
   Dental Assistants
   Dental Hygientists
   Dental Laboratory Technicians

4. Medical Technologists, Technicians, and Assistants

   Electrocardiograph Technicians
   Electroencephalographic Technicians
   Medical Laboratory Workers
   Operating Room Technicians
   Radiologic (X-Ray) Technicians
   Respiratory Therapists

5. Therapy and Rehabilitation Occupations

   Physical Therapist
   Physical Therapist Assistant and Aide
   Occupational Therapist
   Occupational Therapy Assistant
   Speech Pathologist and Audiologist
   Other Therapists

6. Administration of Health Services.

   Hospital Administrator
   Nursing Home Administrator
   Administrative Assistant

Admitting Officer
Director of Volunteer Services
Executive Housekeeper
Medical Records Administrator

7. Community Health Occupations

Public Health Educator
Public Health Nurse
Sanitarian
Environmental Technician

8. Medical Emergency Occupations

Emergency Medical Technician
Ambulance Driver
Ambulance Attendant
Para-medic

9. Pharmacy Occupations

Pharmacist
Pharmacy Helper
Pharmaceutical Detail Man

10. Mental Health and Social Work Occupations

Psychiatrist
Psychologist
Psychometrist
Psychiatric Nurse
Medical Social Worker
Psychiatric Social Worker

Communications and Media Unit Studies

1. Journalism

Reporters
Copy and Proofreaders
Columnists and Critics
Manuscript Analysis
Specialized Personnel
Editors
Circulation Personnel
Advertising Personnel

2. Motion Pictures

Producers, Directors
Writers
Special Artists
Camera, Lights, Sound Personnel

Film Handlers
Costume, Make-up Personnel
Scenery, Props, Special Effects Personnel

3. Telephone and Telegraph

Engineers
Translators
Administrators, Specialized
Managers, Supervisors
Technicians, Managers
Clerical, Sales Personnel
Bench Workers
Electrical Workers
Production, Distribution Personnel

4. Recording Industry

Sales Personnel
Administrators
Production Personnel
Engineers

5. Radio and Television Broadcasting

Broadcast Preparation Personnel
Transmission Personnel
Administration, Sales Personnel
Service Personnel
Supportive Personnel

6. Satellite and Lazer Transmission

Fine Arts and Humanities Unit Studies

1. The Visual Arts

Advertising Artist
Illustrator
Medical Illustrator
Clothes Designer
Package Designer
Cartoonist
Interior Designer
Photographer

2. The Performing Arts

Choreographer
Public Relations Director
Playwright
Lighting Director
Costume Designer
Actor
Flyman
Conductor
Music Administrator
Music Therapist
Piano Tuner

3. Occupations in Writing

Poet, Novelist, Critic
Technical Writer
Copy Writer
Technical Publications Manager

4. Architecture

Architect
Architectural Draftsman
School Plant Consultant

5. Religion and Theology

Clergy
Director of Religious Activities
Director of Religious Education
Parish Worker or Lay Worker
Minister of Sacred Music

6. Language and Linguistics

Linguist
Interpreter
Translator
Scientific Linguist
Etyomologist
Philologist
Phonologist

7. History and Museums

Historian
Biographer
Archivist
Anthropologist
Curator
Art Appraiser

Business and Office Unit Studies

1. Accounting

Cost Accountant
Budget Accountant
Bookkeeper
Certified Public Accountant
Tax Accountant
Teacher - Accounting

2. Computer

Programmer
Tape Librarian
Teacher - Computer
Key-punch Operator
Sorting Machine Operator
High Speed Printer Operator

3. Secretarial Science

Stenographer
Legal Secretary
Medical Secretary
Court Reporter
Court Clerk

4. Management

Executive
Supervisor
Manager, Owner
Assistant Manager
Junior Executive
Public Relations Worker
Teacher - Management

5. Personnel

Personnel Supervisor
Recruiter
Investigator
Interviewer
Personnel Relations Administrator
Teacher - Personnel

6. Finance

Bank Cashier
Bank President
Bank Teller
Stock Broker
Teacher - Finance
Financial Analyst
Financial Aids Officer
Bank Loan Office
Investment Counselor

7. Insurance

Insurance Actuary
Insurance Examiner
Insurance Adjuster
Teacher - Insurance
Field Representative
Agent and Broker
Underwriter

8. Real Estate

Real Estate Broker
Real Estate Salesman
Teacher - Real Estate
Real Estate Appraiser
Real Estate Clerk

9. Office - Clerical

General Clerk
Mail Clerk
Receptionist
Cashier
File Clerk
Business Machine Operator
Typist

EVALUATION FORM

COORDINATED EFFORT FOR CAREER EDUCATION
PLACEMENT AND FOLLOW-UP
DENISON, TEXAS 75020

COMPANY NAME _____

DATE _____

INTERVIEWER _____

CODE

5. Outstanding
4. Above Average
3. Average
2. Marginal
1. Poor

USE CODE AT LEFT

NAME	High School	Achievement	Appearance	Communications	Leadership	Maturity	Motivation	Self-Confidence	COMMENTS	Reject	INVITE FOR FURTHER CONSIDERATION SPECIFY AREA
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											

DIRECTORY OF COMMUNITY RESOURCES CARD

NAME: _____

ADDRESS: _____

CONTACT: _____

NOTICE: _____ days; _____ group maximum; _____ time (s

_____

COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

GRADE LEVEL: _____

RELATED SUBJECTS: _____

_____

TYPES OF JOBS:

——Appliance Servicemen
——Assemblers
——Auto Mechanics
——Bank Tellers
——Barbers, Cosmetologists
——Bookkeepers (Inc. Acct. clerks)
——Bricklayers
——Building Custodians
——Carpenters
——Cashiers
——Cooks and Chefs
——Dental Assistants
——Dental Hygienists
——Draftsmen
——Electricians
——File Clerks
——Garage Workers & Gas Station Attendants
——Hospital Attendants
——Machinists
——Mail Carriers
——Meat Cutters
——Mechanics
——Nurses
——Office Machine operators (Computer, keypunch)
——Packers and wrappers
——Painters
——Personnel Workers
——Plumbers and Pipefitters
——Police, Firefighters
——Postal Clerks
——Receptionists
——Salesmen (retail, real estate, insurance)
——Secretaries & Stenographers
——Shipping & Receiving Clerks
——Technicians (Eng., Elect., Electrical, Scientific)
——Telephone Operators
——Tool and Die Makers
——Truck Drivers
——TV and Radio Tech.
——Typist
——Veterinarian Technologist
——Waiters and Waitresses
——Welders
——Others:

_____

_____

_____

_____

NUMBER OF CURRENT JOB OPENINGS _____ NUMBER OF NEW EMPLOYEES ANTICIPATED FOR NEXT YEAR _____

TYPE OF SPECIALIZED TRAINING NEEDED FOR JOBS:

_____

_____

_____

_____

ARE YOU UNIONIZED? _____Yes _____No

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COLLEGE FOLLOW-UP SURVEY CARD

1. Mr. / Mrs. / Miss _____ (Last, First, Middle Initial, (maiden))

2. Present Address: _____ (Number, Street, City, State, Zip Code)

3. Sex: Female____ Male____ Social Security No._____

4. Race: Black _____ White _____ Mexican American _____
American Indian _____ or other (specify) _____

5. Did you complete your educational objective at Grayson County College? ____Yes ____No
If no, do you plan to re-enter? ____Yes ____No

6. Give the name of the program (your major) you were enrolled in. _____

7. Presently enrolled in college? ____Yes ____No. Name and location of college. _____

8. Name and address of your employer _____
_____ Job Title: _____

____under $100/week ____$100–$150/week ____$150–$200/week
____Over $200/week

Is your present job related to your area of Grayson County College training?
____Yes ____No

9. Comments: _____

HIGH SCHOOL FOLLOW-UP SURVEY CARD

1. Mr. / Mrs. / Miss _____ (Last, First, Middle Initial, (maiden))

2. Present Address _____ (Number, Street, City, State, Zip Code)

3. Sex Female _____ Male _____ Age _____ Social Security # _____

4. Race Black _____ White _____ Mexican American _____
American Indian _____ or other (specify) _____

5. Name of High School Attended _____
Did you graduate? _____ yes _____ no

6. If you were enrolled in a voc/ed program give the name of the program _____

7. Presently enrolled in college? _____ yes _____ no
Name and location of college _____

8. Name and address of your employer _____
Job Title _____ Current wages $_____/wk
Is your present job related to your area of High School training?
_____ yes _____ no

9. List courses other than your general studies which you think were most beneficial to you _____

10. Comments _____

Grayson County College

COORDINATED EFFORT FOR CAREER EDUCATION

6101 HIGHWAY 691 ● DENISON, TEXAS 75020 ● TELEPHONE 214/786-9555

November,

Dear Parent:

One of the most important members of your family has recently left the public school program. Your help is solicited in trying to improve the chances for young adults in Grayson County to earn a successful livelihood.

The Placement Office of Grayson County's Coordinated Effort for Career Education is conducting a five year follow-up on former students enrolled in the twelve high schools of Grayson County to see what occupation they pursue. On October 11, 1974, a follow-up questionnaire was mailed to a member of your family and as to this date we have not received a reply.

Your cooperation in completing the enclosed postage paid form will enable us to (1) maintain an up-to-date job referral system, (2) see if former students are identifying with sound career goals, and (3) decide if revisions of school curriculum are needed.

Would you please take a few minutes of your time and fill out the questionnaire and return it to us while it's in your hand? No postage is necessary.

Thank you.

Director of Placement
and Follow-up
Coordinated Effort for
Career Education

EVALUATION
OF
COORDINATED EFFORT FOR CAREER EDUCATION
IN
GRAYSON COUNTY
1975-1976

Grayson County
College
Sherman, Texas

Evaluation By:

Educational Evaluations and
Related Services
Dr. Earl McCallon
Denton, Texas
June, 1976

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INTRODUCTION

Staff members of Grayson County College submitted a proposal for a Coordinated Effort for Career Education in January, 1972, to the Department of Occupational Education and Technology, Texas Education Agency. Since this beginning, the Coordinated Effort for Career Education operated with six component projects funded by the Department of Occupational Education and Technology until June 30, 1973. The six components were:

- Planning and Implementation
- Occupational Awareness
- Occupational Investigation
- Intensive Group Guidance
- Computerized Vocational Guidance
- Placement and Follow-up.

During the early spring of 1973, the project staff and staff members of Grayson County College submitted a proposal to the United States Office of Education. The proposal was funded which included:

- Occupational Awareness which includes refocusing of the Curriculum for Developing Awareness to the world of work and Occupational Orientation with one unit funded by the United States Office of Education and five units funded by the Texas Education Agency
- Occupational Investigation with two units funded by the Texas Education Agency

. Occupational Exploration with four units funded by United States Office of Education

. Intensive Group Guidance with one unit funded by the United States Office of Education and two units funded by Texas Education Agency.

In addition, the Department of Occupational Education and Technology, Texas Education Agency, continued to fund the following:

. Intensive Group Guidance

. Computerized Vocational Guidance

. Placement and Follow-up.

The six components, those funded by United States Office of Education and Texas Education Agency during 1973-1974, provided for 19 professional staff members as follows:

Project Director	1
Occupational Awareness	7
Occupational Investigation	2
Occupational Exploration	4
Intensive Group Guidance	3
Computerized Vocational Guidance	1
Placement and Follow-up	1

During the 1974-1975 school year, the United States Office of Education and the Department of Occupational Education and Technology, Texas Education Agency, funded five components for the Coordinated Effort for Career Education which included the following:

. Occupational Awareness

- Occupational Investigation
- Occupational Exploration
- Intensive Group Guidance
- Placement and Follow-up.

The project provided for 17 staff members for the five components which included the following:

. Project Director	1
. Occupational Awareness	6
. Occupational Investigation	2
. Occupational Exploration	4
. Intensive Group Guidance	3
. Placement and Follow-up	1.

During the 1975-1976 school year, the United States Office of Education and the Department of Occupational Education and Technology, Texas Education Agency, funded five components for the Coordinated Effort for Career Education. The project director was responsible for placement and follow-up component in addition to his administrative responsibilities. The components were:

- Occupational Awareness
- Occupational Investigation
- Occupational Exploration
- Intensive Group Guidance
- Placement and Follow-Up.

The project provided for 12 professional staff members for the five components which included the following:

. Project Director/Placement and Follow-up	1
. Occupational Awareness	2

. Occupational Investigation 2

. Occupational Exploration 4

. Intensive Group Guidance 3.

A third party evaluation was designed to provide the project with a management information system and evaluative information. The system would provide information for management decisions based on input from project personnel, project school personnel, and student participants. The project director was provided computer printouts during the project concerning each component by school district served. This information, as a basis for overall evaluation, will be discussed by component.

In addition, the evaluators developed instruments to be used by project staff, school administrators, teachers, counselors, and students concerning the project effectiveness in meeting stated objectives by components. The evaluators also interviewed local school administrators, teachers, students, and community people concerning the project. In addition, pre - and posttests were administered to selected students. An evaluation of each component was performed based on a continuous model which includes data from:

. Management Information System

. Pre- Posttests

. Interviews

. Instruments on program effectiveness by objectives.

An evaluation was performed with project director designated under project management for each component which includes the following:

- Program Introduction
- Objectives and Analysis
- Conclusions and Recommendations.

Each objective was evaluated based on all available data listed above. Based on the information, each objective was rated as follows:

- objective was attained beyond expectation
- objective was fully attained
- objective was adequately met
- objective was partially met
- objective not met.

PROJECT MANAGEMENT

1. Program Introduction. Dr. Sidney K. Peveto provided capable leadership during the second and third year of federal funding. Dr. Peveto is to be commended for bringing together both federal and state funded components into a coordinated effort for career education which provided services to 13 school districts and St. Mary's Catholic School along with Grayson County College. Dr. Peveto also used the previous year's evaluation to strengthen the project.

During the year the project accomplished:

- inservice training for project staff and school personnel in a subject relating effort with career education in cooperation with Region 10, Education Service Center
- provided career education for all students of the county, kindergarten through junior college
- employed and trained new staff members
- developed and maintained high level of staff involvement through weekly staff meetings and staff inservice.

2. Objective and Analysis. The major objective of the project management was the direction, planning, and continued implementation of Grayson County's Coordinated Effort for Career Education. This objective was fully attained by the project director and the project staff.

Documentation for meeting this objective is based on:

- School Site Survey Questionnaire answered by 12 of the area superintendents participating in the project
- interviews of two superintendents

- management information data on project director's activities
- interview with project staff members.

Table 1, Ratings of Superintendents on School Site Survey Concerning Effectiveness of Coordinated Effort for Career Education, shows the overall project effectiveness. The superintendents felt that the project had provided:

- appropriate components to their schools, especially in the areas of occupational exploration, occupational investigation, and intensive group guidance
- appropriate information prior to, during installation, and during the operational year
- suitable materials for project
- suitable materials for adoption of career education concepts by district
- information to base decisions concerning cost of materials
- information concerning equipment and facilities to implement career education concept
- information concerning types of staff training needed to implement concept of career education
- support of lay citizen for the career education concept.

Four superintendents gave a rating of three, Moderate Success, while six superintendents gave a rating of four which ranged between Moderate Success and Highly Successful. Two superintendents gave the high rating of five, Highly Successful to the overall success of the project.

TABLE 1

RATING OF SUPERINTENDENTS ON
SCHOOL SITE SURVEY CONCERNING EFFECTIVENESS
OF COORDINATED EFFORT FOR CAREER EDUCATION

STATEMENTS	Not Suitable 1	2	Moderately Suitable 3	4	Very Suitable 5
1. In your opinion, to what extent is/was the selected component of the project suitable for your school?	0	1	5	5	1
2. To what extent was appropriate information concerning the project made available to your school:	0	0	5	5	2

	Little or No Information 1	2	Adequate Information 3	4	More Than Adequate Information 5
(a) Prior to installation of the project?	0	0	5	5	2
(b) During the initial installation of the project?	0	0	4	7	1
(c) Ongoing throughout the operation of the project?	0	0	5	3	4

	Little or No Materials Provided 1	2	Adequate 3	4	More Than Adequate 5
3. To what extent were suitable materials provided by the project for the component serving your school?	0	0	4	6	2

TABLE 1 (CONTINUED)

RATING OF SUPERINTENDENTS ON
SCHOOL SITE SURVEY CONCERNING EFFECTIVENESS
OF COORDINATED EFFORT FOR CAREER EDUCATION

STATEMENTS	Of No Help 1	2	Adequate Help 3	4	Very Helpful 5
4. To what extent were the consultants from outside Grayson County of benefit to you?	1	2	3	4	2

	Greatly Decreases Chances for Adoption 1	2	Insignificant Factor on Adoption 3	4	Greatly Increases Chances for Adoption 5
5. To what extent do the instructional and/or staff materials used in the project affect the potential for adoption of the Career Education Concept by your district?	0	0	3	8	1
6. To what extent do the types, amount, and cost for instructional materials affect the potential for adoption of the Career Education Concept by your school district?	1	0	5	5	1

	Too Much Special Equipment Needed 1	2	Some Special Equipment Needed 3	4	No Special Equipment Needed 5
7. To what extent does the requirement for special equipment affect the potential for adoption of the Career Education Concept by your school district?	0	1	5	6	0

9

TABLE 1 (CONTINUED)

RATING OF SUPERINTENDENTS ON
SCHOOL SITE SURVEY CONCERNING EFFECTIVENESS
OF COORDINATED EFFORT FOR CAREER EDUCATION

	Too Many Unique Facilities Needed 1	2	Some Unique Facilities Needed 3	4	No Unique Facilities Needed 5
8. To what extent does the need for unique facilities affect the potential for adoption of the Career Education Concept by your school district?	0	0	3	8	1

	High Cost and/or Time 1	2	Moderate Cost and/or Time 3	4	Cost and/or Time Not Significant 5
9. To what extent does the cost and/or time for staff training affect the potential for adoption of the Career Education Concept?	0	0	4	7	1

	Little or No Support 1	2	Moderate Support 3	4	Wide Support 5
10. To what extent is the support of lay citizens of the community for this project?	1	2	5	4	0

	Little or No Success 1	2	Moderate Success 3	4	Highly Successful 5
11. To what extent do you view the degree of overall success of the project?	0	0	4	6	2

Two superintendents were interviewed concerning the effectiveness of the coordinated effort for career education. The two superintendents indicated strong support for the project. The following statements were made concerning the project:

- staff liked the materials provided by the project
- inservice training course offered by the project has been effective
- students liked the group guidance sessions
- counselors appreciated the administration and interpretation of the GATB
- students liked the exploration activities
- local staff has just begun to accept the project during last year of operation.

Some of the recommendations made by the superintendents were:

- more clusters for exploration with superintendents willing to support the units with local or state funds
- continue the group guidance through the county superintendent office.

Table 2, Grayson County Enrollment by School District, provides the number of school districts and students by levels served during the past year by the project.

Table 3, School Districts and Personnel Served Distribution Chart for August, 1975, through May, 1976, gives a graphic presentation of the people served by the project. This data was generated by the management information system. In all, the project staff provided some type of

TABLE 2

Grayson County

Enrollment by School District

School District	K-6	7	8	9	10-12
S & S Consolidated	179	28	37	25	68
Gunter	131	19	13	22	36
Tom Bean	171	42	39	42	74
Pottsboro	333	55	64	64	168
Bells	196	43	39	37	97
Collinsville	140	26	30	32	68
Denison	2,827	505	508	453	1,217
Howe	353	54	64	58	138
Sherman	2,911	489	544	533	1,351
Van Alstyne	340	50	50	49	133
Whitesboro	440	88	73	79	181
Whitewright	269	54	50	40	118
Tioga	46	11	9	0	0
Totals	8,336	1,464	1,520	1,434	3,649

St. Mary's Catholic 115

Grayson College (Grades 13-14) 4,431

Grand total - 20,949

TABLE 3
SCHOOL DISTRICTS AND PERSONNEL SERVED
DISTRIBUTION CHART FOR AUGUST, 1975 THROUGH MAY, 1976

	Tch	Aides	Adm.	Cert. Support Personnel	Vol./ Parents	Students	ESC/ TEA	Bus/Ind Pers.	TEC/Chamber Personnel	Other
Denison	1451	7	25	23	0	1342	0	3	0	4
Sherman	431	78	91	15	0	110	0	63	0	2
S & S RHSD	51	8	16	4	0	1009	0	59	12	0
Gunter RHSD	35	7	19	13	0	238	0	3	0	2
Tom Bean RHSD	157	1	23	7	0	958	0	49	1	1
Tioga RISD	24	7	7	0	0	20	0	3	0	0
Collinsville	32	8	15	12	0	466	0	6	1	0
Pottsboro RISD	301	2	10	6	0	318	0	0	0	0
Bells ISD	103	1	12	11	0	773	2	58	0	1
Howe ISD	49	5	16	15	0	841	0	95	1	4
Van Alstyne ISD	45	9	19	17	0	617	0	6	0	0
Whitesboro ISD	87	10	25	28	2	1226	0	18	0	15
Whitewright ISD	128	3	17	26	0	641	0	12	0	21
CECE Project	39	1	39	252	0	763	106	135	15	882
St. Mary's	5	0	1	0	0	0	0	1	0	0

service through the coordinated effort for career education dropped to 14,754 participants as compared with 21,411 in 1973-1974 and 20,283 in 1974-1975 project years. Again, the largest group served was the student group.

Table 4, School Districts and Activities Distribution Chart for August, 1975, through May, 1976, shows the different activities performed by project staff members. These contacts fell into the following categories of activities:

- Arranging/Conducting Field Trips
- Supplying Teaching Aids
- Securing/Assisting Resource Speakers
- Teacher Conferences About C/E
- Adm./Support Personnel Conferences About C/E
- Arranging/Conducting Assembly Programs
- Visiting/Surveying Business and Industry
- Speaker: Public School
- Speaker: Business/Parent or Community Group
- Demonstration/Unit Teaching
- Administering/Interpreting Tests
- Group Guidance Sessions
- Regional/State Conferences.

The project staff made 2,918 contacts providing activities to the schools participating in the project as compared with 1,866 contacts in 1974-1975 project year. The greatest activity was conferences with teachers concerning career education and the project. This was an improvement over the previous year, 1974-1975, and a vast improvement

TABLE 4
SCHOOL DISTRICTS AND ACTIVITIES
DISTRIBUTION CHART FOR
AUGUST, 1975 THROUGH MAY, 1976

	Field Trips	Supply Teacher Aids	Resource Speaker	Tch. Conf. About C/E	Adm/ Sup. Pers. Conf.	Arr/ Cond. Assembly Program	Bus. & Ind.	Speaking Pub. Sch.	Speaking Comm. Group	Demo/ Unit Teaching	Adm/ Interp Tests	Group Guidance	Reg/ St. Conf.	Other
Denison	13	236	5	445	23	0	0	0	0	0	35	0	0	5
Sherman	7	144	5	70	42	1	4	3	0	0	0	0	0	6
S & S RHSD	11	12	4	3	9	0	35	3	0	4	6	0	0	9
Gunter RHSD	9	17	1	17	11	0	1	1	0	0	6	66	0	13
Tom Bean RHSD	18	53	8	61	10	0	0	0	0	0	57	24	2	0
Tioga RISD	5	11	0	8	3	0	0	0	0	0	0	0	0	7
Collinsville	2	10	0	9	9	1	1	0	0	0	1	24	0	3
Pottsboro RISD	5	143	1	149	8	0	0	0	0	1	4	28	0	3
Bells ISD	3	41	0	50	7	0	0	0	1	0	12	18	2	14
Howe ISD	13	14	2	12	9	0	3	0	1	0	14	9	0	29
Van Alstyne ISD	1	15	2	6	17	0	1	0	0	0	64	0	0	7

TABLE 4 (CONTINUED)
SCHOOL DISTRICTS AND ACTIVITIES
DISTRIBUTION CHART FOR
AUGUST, 1975 THROUGH MAY, 1976

	Field Trips	Supply Teacher Aids	Resource Speaker	Tch. Conf. About C/E	Adm/ Sup. Pers. Conf.	Arr/ Cond. Assembly Program	Bus. & Ind.	Speaking Pub. Sch.	Speaking Comm. Group	Demo/ Unit Teaching	Adm/ Interp Tests	Group Guidance	Reg/ St. Conf.	Other
Whitesboro ISD	18	13	10	15	18	0	7	7	0	0	84	9	0	30
Whitewright ISD	2	19	1	44	13	0	3	0	0	0	6	11	2	12
CECE Project	41	5	5	0	15	0	29	0	1	1	19	3	7	119
St. Mary's	1	8	2	5	1	0	0	1	1	0	0	0	0	0
Totals	149	743	56	894	195	2	84	15	4	6	308	192	13	257

over the 1973-1974 project year. One of the major emphases from persons interviewed was the feeling of acceptance of the project staff by the faculties of the participating schools.

CAREER AWARENESS

1. Program Introduction. The career awareness component developed a system for refocusing elementary school curriculum toward career education and occupational orientation. The component provided two consultants working in 36 elementary school buildings in Grayson County during the 1975-1976 school year. This component was to have been phased-out in 1974-1975 but was retained based on evaluation and documented need to continue the component.

The major emphasis was on the elementary teachers as a change agent to refocus the elementary curriculum to include career education concepts. The major thrusts of the career awareness personnel were:

- demonstrate to elementary teachers how to integrate career education concepts into the regular elementary curriculum
- provide instructional materials both teacher made and commercial concerning career education
- develop bulletin boards about career education in local schools
- assist in developing field trips.

2. Objectives and Analysis. The overall effort was to provide resources to assist local teachers to interweave "awareness to world of work" into the existing instructional program in Grades K-7. Each of the specific career awareness component objectives is stated with an analysis of the objective.

Objective 1.

- to assist in analyzing the present instructional program.

This objective was fully attained by the project staff as demonstrated by Table 5, Rating by Teachers of Effectiveness of Refocusing of Curriculum for Developing Awareness to the World of Work, Table 6, Rating by School Administrators of Effectiveness of Refocusing of Curriculum for Developing Awareness to the World of Work, and Table 7, Rating by Project Staff of Effectiveness of Refocusing of Curriculum for Developing Awareness to World of Work. The ratings for how well the objectives were met by different groups participating in the project were above four or fully attained level. The project improved slightly over the previous year in meeting the objective.

Objective 2.

. to analyze the textbooks and other instructional aids that are used.

This objective was adequately met as evidenced by Tables 5, 6, and 7, ratings of how well objectives were met in career awareness by the people participating in the project. The overall rating by participants was slightly above the three level, or adequately met. The rating on this objective dropped in attainment over the previous year.

Objective 3.

. to develop teaching materials that will introduce the appropriate concepts without aiding to or taking away from the present instructional program.

This objective was fully attained by the project staff as shown in Tables 5, 6, and 7, ratings of groups participating in the career awareness component. The overall rating was above the four or fully attained level. The project continued their excellent job in meeting this objective as demonstrated by rating of over four for all three years of operation.

TABLE 5

RATING BY TEACHERS OF EFFECTIVENESS
OF REFOCUSING OF CURRICULUM FOR DEVELOPING
AWARENESS TO THE WORLD OF WORK

Staff Achievement

Providing resources to: assist local teachers to interweave "awareness to the world of work" into the existing instructional program in grades K-7 of your school.	Rating				
	High 5	4	3	2	Low 1
Resources have been provided to:					
1. assist in analyzing the present instructional program	6	20	18	5	0
2. analyze the textbooks and other instructional aids that are used	2	14	26	6	1
3. develop teaching materials that will introduce the appropriate concepts without adding to or taking away from the present instructional program	15	23	10	1	0
4. provide inservice training to elementary teachers who will be using the materials	4	5	23	11	6
5. develop pretests and post-tests for administration to students to determine the extent to which the objectives of this component of the project have been accomplished.	9	16	15	3	6

Student Achievement

As a result of educational experiences made possible by the project the majority of students:

TABLE 5 (CONTINUED)

RATING BY TEACHERS OF EFFECTIVENESS
OF REFOCUSING OF CURRICULUM FOR DEVELOPING
AWARENESS TO THE WORLD OF WORK

1. have developed worthwhile attitudes toward work	20	20	8	1	0
2. have an understanding of the values of work	15	19	13	2	0
3. have an understanding of the dignity of work.	18	20	10	1	0

TABLE 6

RATING BY SCHOOL ADMINISTRATORS OF EFFECTIVENESS OF REFOCUSING OF CURRICULUM FOR DEVELOPING AWARENESS TO WORLD OF WORK

Staff Achievement

Providing resources to: assist local teachers to interweave "awareness to the world of work" into the existing instructional program in grades K-7 of your school	Rating High 5	4	3	2	Low 1
Resources have been provided to:					
1. assist in analyzing the present instructional program	5	19	6	0	0
2. analyze the textbooks and other instructional aids that are used	2	17	10	0	0
3. develop teaching materials that will introduce the appropriate concepts without adding to or taking away from the present instructional program	9	15	6	0	0
4. provide inservice training to elementary teachers who will be using the materials	4	7	12	3	4
5. develop pretests and post-tests for administration to students to determine the extent to which the objectives of this component have been accomplished.	5	10	11	2	2

Student Achievement

As a result of educational experiences made possible by the project, the majority of students:					

TABLE 6 (CONTINUED)

RATING BY SCHOOL ADMINISTRATORS OF EFFECTIVENESS OF REFOCUSING OF CURRICULUM FOR DEVELOPING AWARENESS TO WORLD OF WORK

1. have developed worthwhile attitudes toward work	10	16	4	0	0
2. have an understanding of the values of work	8	16	6	0	0
3. have an understanding of the dignity of work.	8	17	3	2	0

TABLE 7

RATING BY PROJECT STAFF OF EFFECTIVENESS OF REFOCUSING OF CURRICULUM FOR DEVELOPING AWARENESS TO THE WORLD OF WORK

Staff Achievement

Providing resources to: assist local teachers to interweave "awareness to the world of work" into the existing instructional program in grades K-7 of your school	Rating High 5	4	3	2	Low 1
Resources have been provided to:					
1. assist in analyzing the present instructional program	0	3	2	0	0
2. analyze the textbooks and other instructional aids that are used	0	1	4	0	0
3. develop teaching materials that will introduce the appropriate concepts without adding to or taking away from the present instructional program	3	2	0	0	0
4. provide inservice training to elementary teachers who will be using the materials	1	1	0	0	3
5. develop pretests and posttests for administration to students to determine the extent to which the objectives of this component of the project have been accomplished.	5	0	0	0	0

Student Achievement

As a result of educational experiences made possible by the project, the majority of students:

TABLE . (CONTINUED)

RATING BY PROJECT STAFF OF EFFECTIVENESS OF REFOCUSING OF CURRICULUM FOR DEVELOPING AWARENESS TO THE WORLD OF WORK

1. have developed worthwhile attitudes toward work	3	2	0	0	0
2. have an understanding of the values of work	3	2	0	0	0
3. have an understanding of the dignity of work.	3	2	0	0	0

Objective 4.

. to provide inservice training to elementary teachers who will be using the materials.

This objective was adequately met by the project staff as indicated by Tables 5, 6, and 7, ratings of groups participating in the career awareness component. The overall rating was slightly more than three, or the adequately met level. A slight improvement over the 1974-1975 project year was recorded for this objective.

Objective 5.

. to develop pretests and posttests for administration to students to determine the extent to which the objectives of the career awareness component of the project have been accomplished.

This objective was adequately met as evidenced by Tables 5, 6, and 7, ratings of groups participating in the career awareness component. The overall rating was over three or the adequately met level. Again, this was an improvement by the project staff over the previous year's operation.

Interviews with personnel involved with the career awareness component supported the ratings given by the different groups. Some of the comments or requests made were:

. communication much improved over previous year

. materials supplied by consultants were most helpful to teachers

. assistance of consultants in developing field trips was outstanding

- knowledge of consultants concerning career education concepts
- consultants were excellent resource people but two consultants were not enough to meet the needs
- pre- and posttest were excellent.

Further documentation of the activities of the career awareness component is found in Table 8, Number of Times Targeted Activity was Performed in Occupational Awareness. This table shows the major activities of the awareness consultants were in the areas of consulting with teachers and supplying teaching aids. Table 9, Consulting Activities for Occupational Awareness (Percentage Comparisons), August, 1974 through May, 1975, reveals the percentage of time the consultants devoted to these activities. The consultants spent 46 percent of their time working with teachers while 42 percent of their time was devoted to developing and supplying teaching aids. This activity was one of the stronger activities of the career awareness component.

Another important element of the objective was the student achievement expected from the activities of the project staff. The student outcomes expected as a result of the component were:

- have developed worthwhile attitudes toward work
- have an understanding of the values of work
- have an understanding of the dignity of work.

Tables 5, 6, and 7 show that the different groups rated that the three expected student outcomes were fully attained by the project which was an improvement over the previous year.

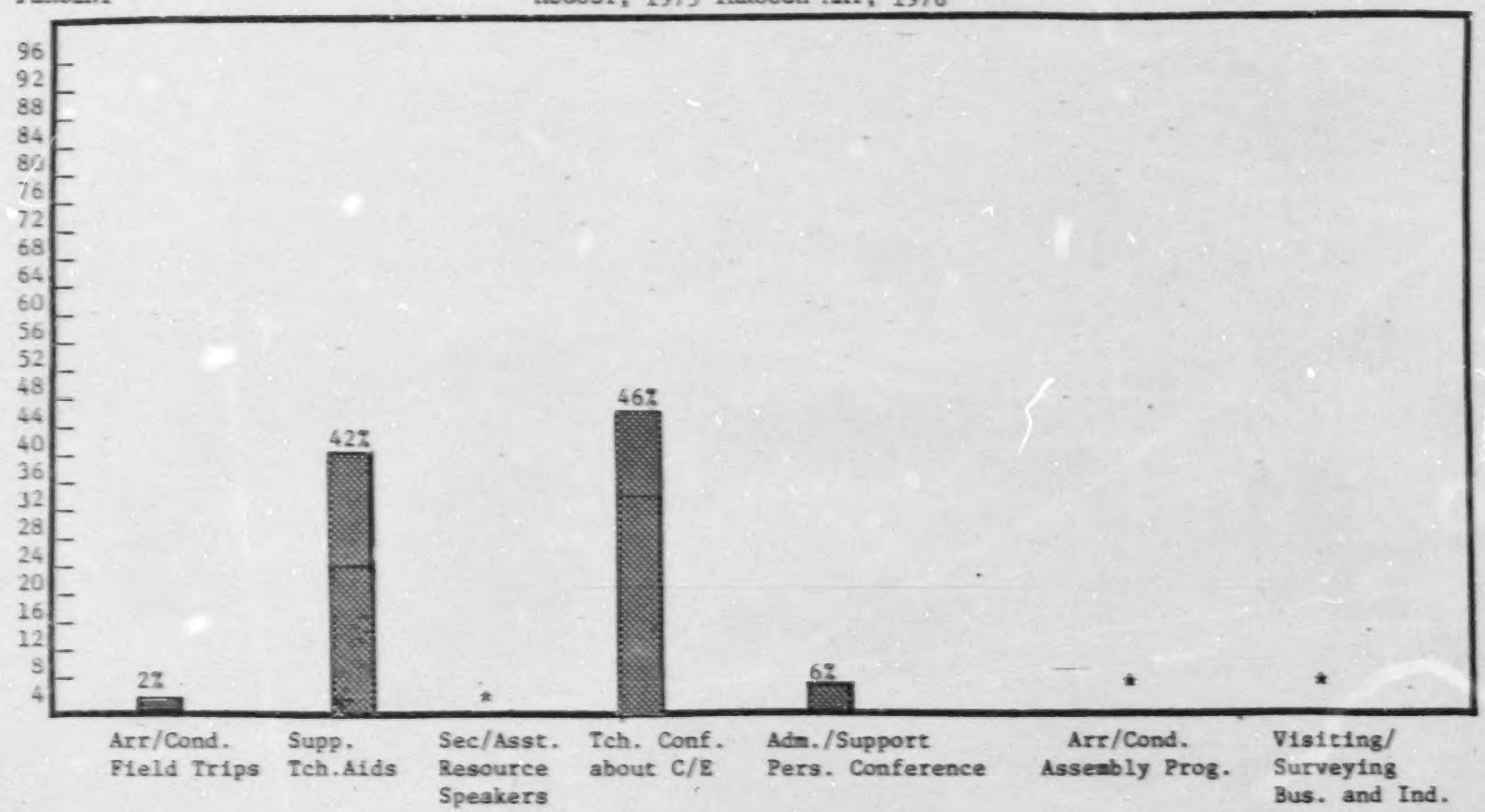
Students in the first and third grade awareness program were administered Career Education Inventory on a pretest (October, 1975)

TABLE 8

NUMBER OF TIMES TARGETED ACTIVITY WAS PERFORMED
IN OCCUPATIONAL AWARENESS

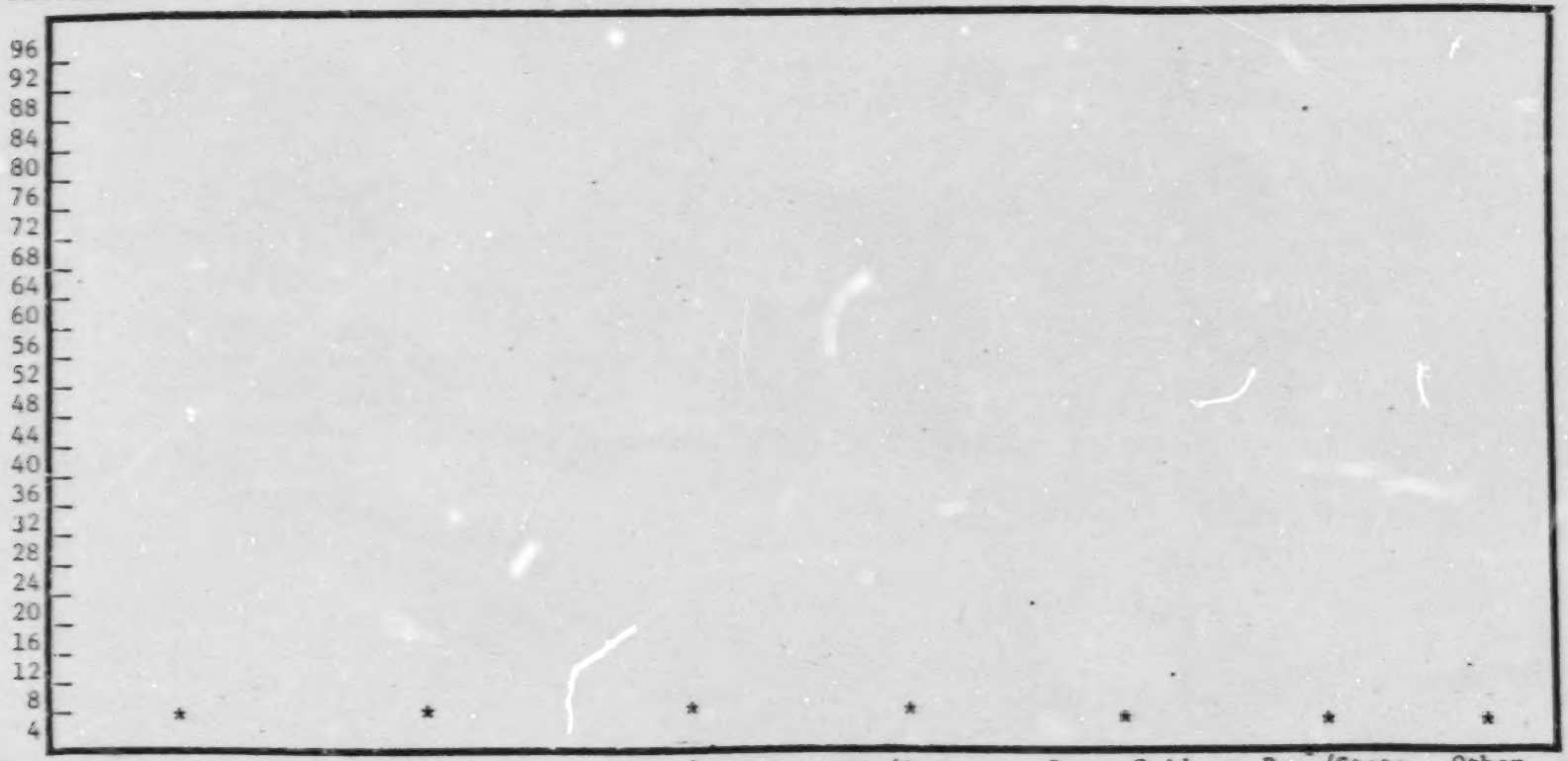
TARGETED ACTIVITIES	Total
Arranging/Conducting Field Trips	36
Supplying Teaching Aids	710
Securing/Assisting Resource Speakers	19
Teacher Conferences about C/E	775
Adm/Support Personnel Conferences about C/E	105
Arranging/Conducting Assembly Programs	2
Visiting/Surveying Business and Industry	4
Speaker: Public School	6
Speaker: Business/Parent or Community Group	0
Demonstration/Unit Teaching	1
Administering/Interpreting Tests	13
Group Guidance Sessions	0
Regional/State Conferences	1
Other	8

TABLE 9
CONSULTING ACTIVITIES FOR OCCUPATIONAL AWARENESS
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

TABLE 9 (CONTINUED)
CONSULTING ACTIVITIES FOR OCCUPATIONAL AWARENESS
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

and posttest (April, 1976) basis. A sample of 79 first grade students and 94 third grade students was drawn from students served in the two grades. Table 10 presents the results of the analyses performed on these data. It can be rated that very significant progress (p. <.001) was achieved by both groups, further attesting to the effectiveness of the effort in the awareness component.

TABLE 10

PRETEST - POSTTEST MEANS, STANDARD DEVIATIONS AND t-VALUES FOR STUDENTS IN THE AWARENESS PROGRAM AS MEASURED BY THE CAREER EDUCATION INVENTORY

Group	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	t	p
First Grade (N=79)	18.8	3.31	21.9	3.28	-9.81	.001
Third Grade (N=94)	19.4	3.33	22.6	3.11	-9.91	.001

Table 11 presents an analysis of the pretest-posttest results for awareness students on the Career Education Test for 118 sixth grade students. It can be noted that the students demonstrated significant progress (p. <.05) between pretest and posttest administrations. This further documents that the student outcomes were fully attained by the project.

TABLE 11

MEANS, STANDARD DEVIATIONS AND t-VALUES FOR AWARENESS STUDENTS (GRADE 6) ON THE CAREER EDUCATION TEST, (N-118)

	Mean	Standard Deviation	t	p
Pretest	74.34	4.81		0.05
Posttest	84.58	5.33	-2.58	

Further evidence supporting the meeting of the objective by the project staff is revealed in Table 12, Personnel Served by Occupational Awareness During the Project Year by Position. In addition, Table 13, Personnel Served by Occupational Awareness (Percentage Comparisons), August, 1975 through May, 1976, shows the percentages of personnel served from Table 12 which indicates the largest groups served by the consultant was teachers which represent 78 percent of all groups. Students represented the next largest group with 10 percent. The other groups were very minor when compared with teachers and students.

Table 14, Project Activity Man-Hour Analysis for Occupational Awareness (Percentage Comparisons), August, 1975 through May, 1976, shows the percent of man hours for consultants. The percentage of time spent was:

- Consulting, 55 percent
- Preparation and Follow-up, 32 percent
- Travel, 15 percent.

3. Conclusions and Recommendations. The career awareness component was successful with the following strengths:

- demonstrated continued improvement over previous year of operation with only two consultants
- developing and supplying teaching materials to the participating schools and teachers
- providing resources both human and material for occupational orientation
- developing pretest and posttest which were used with adequate success

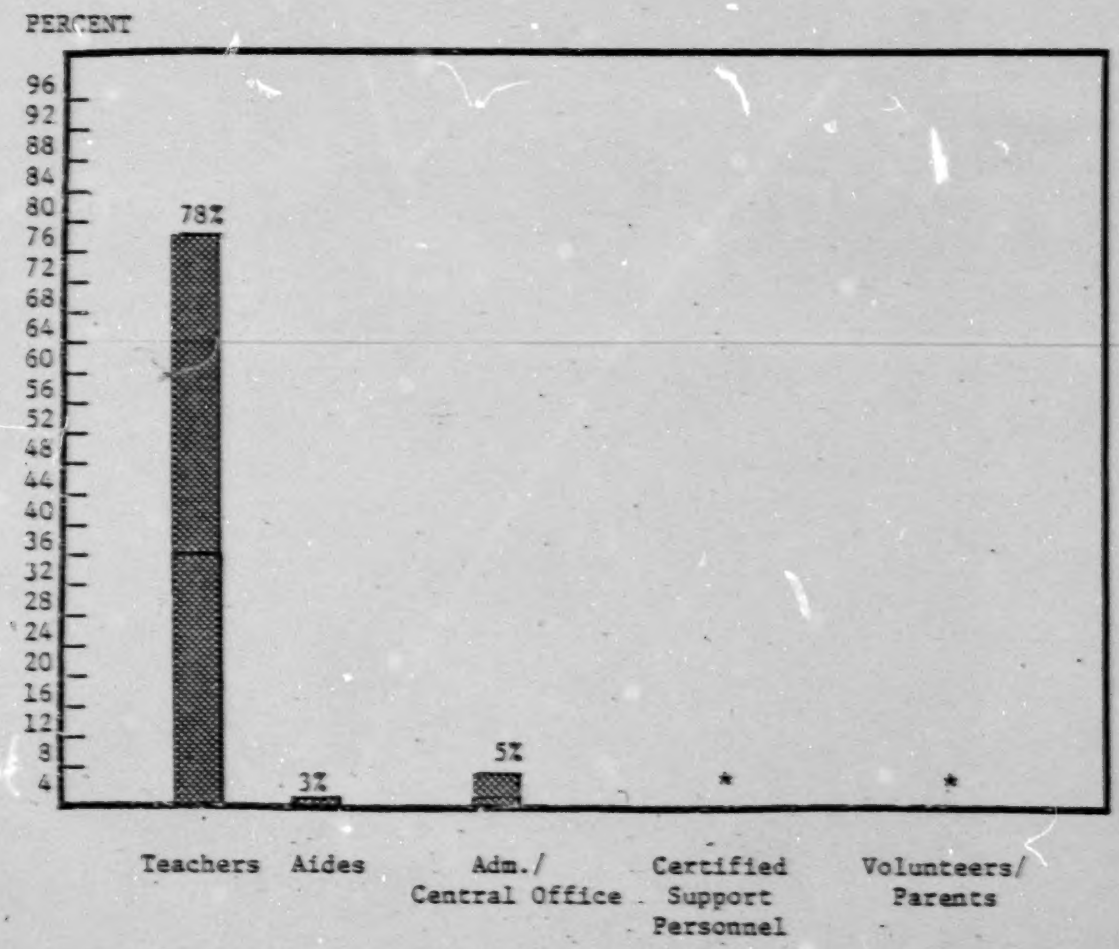
TABLE 12

PERSONNEL SERVED BY OCCUPATIONAL AWARENESS
DURING THE PROJECT YEAR BY POSITION

POSITION	Total
Teachers	2,682
Aides	127
Administrators	181
Cert. Support Personnel	9
Volunteers/Parents	0
Students	302
ESC/TEA	0
Business/Industry Personnel	93
TEC/Chamber of Commerce	0
Other	11

TABLE 13

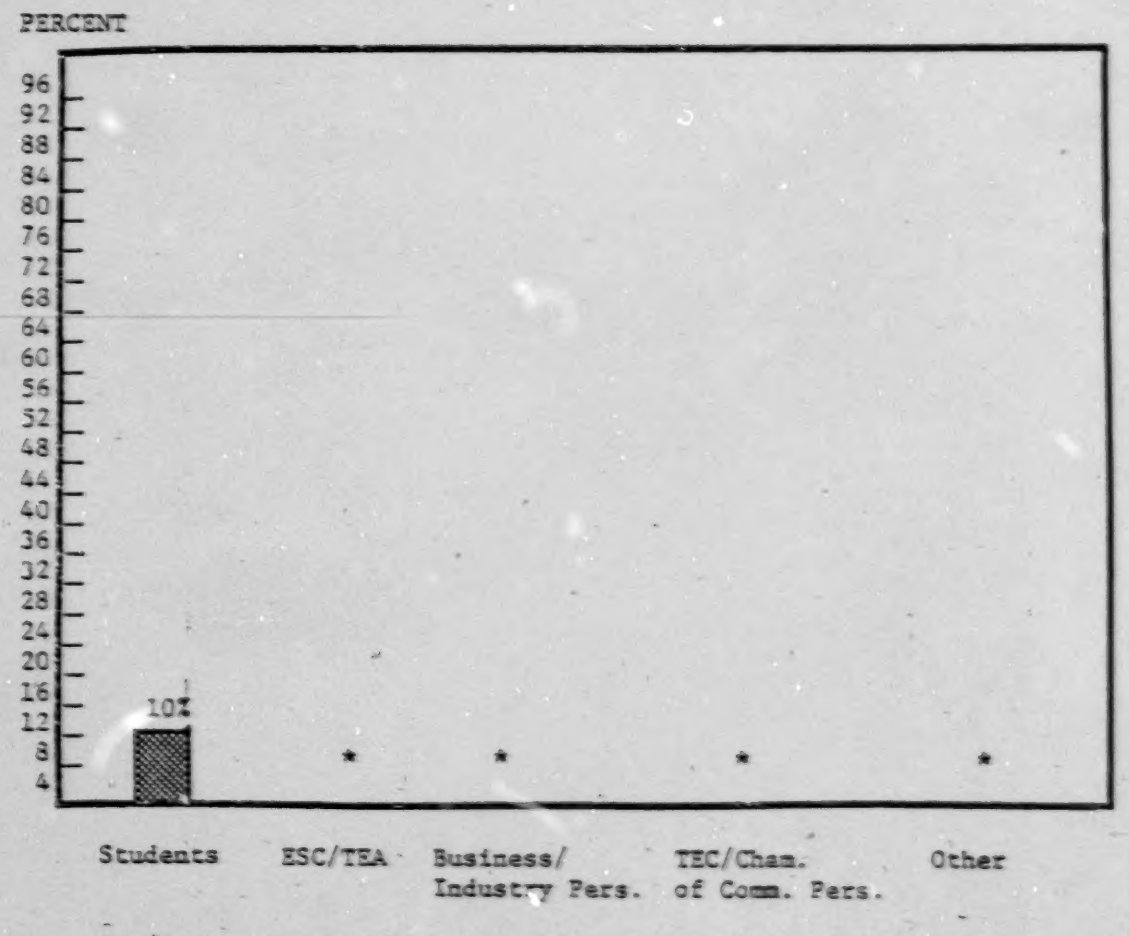
PERSONNEL SERVED BY OCCUPATIONAL AWARENESS
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

TABLE 13 (CONTINUED)

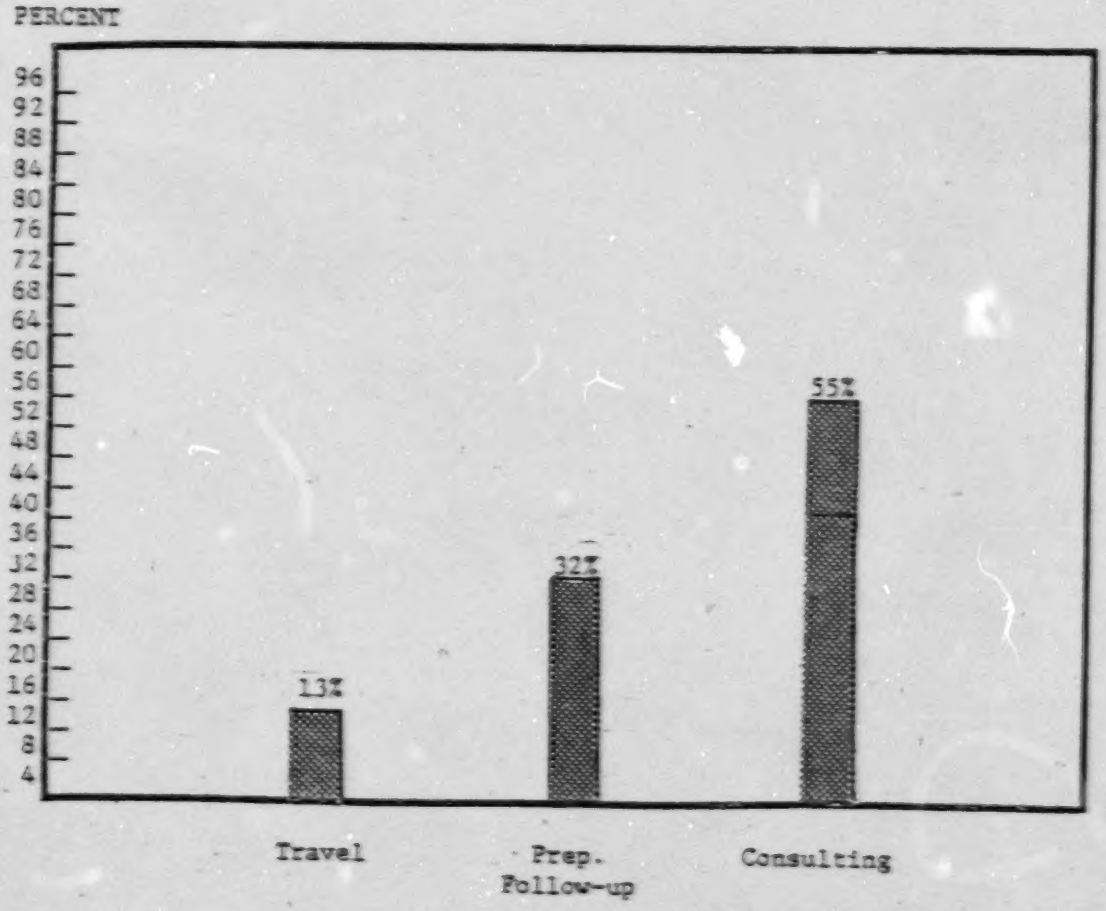
PERSONNEL SERVED BY OCCUPATIONAL AWARENESS
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

TABLE 14

PROJECT ACTIVITY MAN-HOUR ANALYSIS
FOR OCCUPATIONAL AWARENESS
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



- generating support of building administrators for the coordinated effort for career education
- outstanding gains made by students as demonstrated by pre- and posttests.

The major weakness of the occupational awareness component was the ratio of consultants to teachers and schools is still unrealistic if an intensive career awareness program is to be installed. The number of consultants was reduced from the previous year. The evaluation shows that students in investigation do better if they have gone through awareness.

Recommendations for the career awareness component include:

- consultant for each school district involved in the project
- commitment of administrators before the consultant becomes involved in the project
- consultant to be a part of the school faculty so that a feeling of belonging can be generated for other faculty members and consultant.

Overall, the career awareness component shows continued improvement from its beginning as a state project during 1972-1973 and its three years of operation during federal and state funding. Some of the major points of emphases include:

- numbers of people served
- materials utilized for career education
- students who have developed an awareness of career education.

OCCUPATIONAL INVESTIGATION

1. Program Introduction. Occupational orientation or investigation was the primary objective for the coordinated effort for career education in the eighth grade. The investigation by students was based on the career awareness developed in the K-7 component. The investigation also served as a bridge to the exploration component in the ninth grade and the preparation for employment in the 10-12 grades.

The investigation component provided for staff and resources to provide classroom instruction for students with an orientation to the total field of careers. Instructional opportunities were provided for students through:

- study of occupations by career fields, by job clusters, and by job families
- self-appraisal by the student to determine interest
- educational and occupational planning.

2. Objectives and Analysis. The major effort for occupational investigation component was to provide staff and other resources to provide classroom instruction for the purpose of providing students with an orientation to the total field of careers. The objectives for the occupational investigation component with an analysis of how well each objective was met by the project based on data from rating instruments, student tests, interviews, and management information system are as follows:

Objective 1.

. to study occupations by career fields, by job clusters, and by job families.

This objective was fully attained by the project staff as evidenced by Table 15, Rating by Counselors of Effectiveness of Occupational Investigation, Table 16, Rating by School Administrators of Effectiveness of Occupational Investigation, and Table 17, Rating by Project Staff of Effectiveness of Occupational Investigation. The overall rating on this objective by the different groups involved in occupational investigation exceeded four or fully attained level. This was the same rating given during the previous project year.

Objective 2.

. to provide self-appraisal through use of interest inventories, aptitude tests, check lists of individual achievements, and check lists of likes and dislikes.

This objective was fully attained as documented by Tables 15, 16, and 17, ratings by the different groups involved in the occupational investigation component. The overall rating was slightly more than four, or fully attained, which was the same rating given during the previous year.

Objective 3.

. to provide educational and occupational planning.

This objective was fully attained by the project staff as shown in Tables 15, 16, and 17, ratings by the different groups participating in the occupational investigation component. The

TABLE 15

RATING BY COUNSELORS OF
EFFECTIVENESS OF OCCUPATIONAL INVESTIGATION

Staff Achievement

	Rating				
The project has provided staffs and other resources to provide classroom instruction for the purpose of providing students with an orientation to the total field of careers.	High 5	4	3	2	Low 1
The resources have provided instructional activities in the following areas:					
1. a study of occupations by career fields, by job clusters, and job families	4	1	0	0	0
2. self-appraisal through use of interest inventories, aptitude tests, check lists of individual achievements, and check lists of likes and dislikes	2	3	0	0	0
3. educational and occupational planning	3	1	1	0	0
4. evaluation of the instruction provided by the use of pretests and posttests.	3	1	1	0	0

Student Achievement

As a result of the program of instruction, the majority of the students served have:					
1. knowledge of occupational descriptions and requirements for entering those occupations in at least 60 percent of the career fields	2	3	0	0	0

TABLE 15 (CONTINUED)

RATING BY COUNSELORS OF
EFFECTIVENESS OF OCCUPATIONAL INVESTIGATION

2. discovered an interest or disinterest in the occupations studied	3	2	0	0	0
3. determined occupational and educational aptitudes in careers which interest them	2	3	0	0	0
4. knowledge about employment opportunities, occupational requirements, and training opportunities in the occupations which interest them	3	1	1	0	0
5. knowledge of their occupational interest	2	2	1	0	0
6. knowledge of their occupational and educational aptitudes	2	2	1	0	0
7. compared their likes and dislikes to occupational choices and requirements.	2	3	0	0	0

TABLE 16

RATING BY SCHOOL ADMINISTRATORS OF
EFFECTIVENESS OF OCCUPATIONAL INVESTIGATION

	Rating				
	High 5	4	3	2	Low 1
Staff Achievement					
The project has provided staffs and other resources to provide classroom instruction for the purpose of providing students with an orientation to the total field of careers.					
The resources have provided instructional activities in the following areas:					
1. a study of occupations by career fields, by job clusters, and job families	5	0	0	0	0
2. self-appraisal through use of interest inventories, aptitude tests, check lists of individual achievements, and check lists of likes and dislikes	4	1	0	0	0
3. educational and occupational planning	2	3	0	0	0
4. evaluation of the instruction provided by the use of pretests and posttests.	3	2	0	0	0
Student Achievement					
As a result of the program of instruction, the majority of the students served have:					
1. knowledge of occupational descriptions and requirements for entering those occupations in at least 60 percent of the career fields	3	2	0	0	0

TABLE 16 (CONTINUED)

RATING BY SCHOOL ADMINISTRATORS OF
EFFECTIVENESS OF OCCUPATIONAL INVESTIGATION

2. discovered an interest or disinterest in the occupations studied	2	3	0	0	0
3. determined occupational and educational aptitudes in careers which interest them	2	3	0	0	0
4. knowledge about employment opportunities, occupational requirements, and training opportunities in the occupations which interest them	4	1	0	0	0
5. knowledge of their occupational interest	3	2	0	0	0
6. knowledge of their occupational and educational aptitudes	2	2	1	0	0
7. compared their likes and dislikes to occupational choices and requirements.	4	1	0	0	0

TABLE 17

RATING BY PROJECT STAFF OF
EFFECTIVENESS OF OCCUPATIONAL INVESTIGATION

Staff Achievement

	Rating				
The project has provided staffs and other resources to provide classroom instruction for the purpose of providing students with an orientation to the total field of careers.	High 5	4	3	2	Low 1
The resources have provided instructional activities in the following areas:					
1. a study of occupations by career fields, by job clusters, and job families	5	0	0	0	0
2. self-appraisal through use of interest inventories, aptitude tests, check lists of individual achievements, and check lists of likes and dislikes	2	3	0	0	0
3. educational and occupational planning	1	2	2	0	0
4. evaluation of the instruction provided by the use of pretests and posttests.	3	0	2	0	0

Student Achievement

As a result of the program of instruction, the majority of the students served have:					
1. knowledge of occupational descriptions and requirements for entering those occupations in at least 60 percent of the career fields	1	4	0	0	0

TABLE 17 (CONTINUED)

RATING BY PROJECT STAFF OF
EFFECTIVENESS OF OCCUPATIONAL INVESTIGATION

2. discovered an interest or disinterest in the occupations studied	4	1	0	0	0
3. determined occupational and educational aptitudes in careers which interest them	2	2	1	0	0
4. knowledge about employment opportunities, occupational requirements, and training opportunities in the occupations which interest them	2	3	0	0	0
5. knowledge of their occupational interest	2	3	0	0	0
6. knowledge of their occupational and educational aptitudes	2	3	0	0	0
7. compared their likes and dislikes to occupational choices and requirements.	5	0	0	0	0

overall rating by the personnel participating exceeded four or the fully attained level which was the same rating as last year.

Objective 4.

. to evaluate instruction by the use of pretests and posttests with students.

This objective was fully attained by the project staff as indicated by Tables 15, 16, and 17, ratings by the different groups involved in the occupational investigation component. The overall rating by the personnel participating exceeded four or the fully attained level. Further evidence supporting the full attainment of this objective is Table 18, Pretest-Posttest Scores on the Occupational Investigation Test for Eighth Grade Students which shows mean gains of 21.22.

TABLE 18

PRETEST-POSTTEST SCORES ON THE OCCUPATIONAL INVESTIGATION TEST FOR EIGHTH GRADE STUDENTS IN SEVEN GROUPS

N	DATE OF INSTRUCTION	PRETEST MEAN	POSTTEST MEAN	MEAN GAIN
156	8-75 to 5-76	54.39	75.61	21.22

The student outcomes expected from the implementation of the occupational investigation component were:

Student Outcome 1.

. knowledge of occupational descriptions and requirements for entering those occupations in at least 60 percent of the career fields.

Student Outcome 2.

. discovered an interest or disinterest in the occupations studied.

Student Outcome 3.

. determined occupational and educational aptitudes in careers which interest them.

Student Outcome 4.

. knowledge about employment opportunities, occupational requirements, and training opportunities in the occupations which interest them.

Student Outcome 5.

. knowledge of their occupational interest.

Student Outcome 6.

. knowledge of their occupational and educational aptitudes.

Student Outcome 7.

. compared their likes and dislikes to occupational choices and requirements.

Tables 15, 16, and 17, ratings by the different personnel involved in the occupational investigation component, indicate that all student outcomes were achieved at the fully attained level. The effectiveness of the project staff in meeting student outcome shows the same effectiveness as the 1974-1975 project year.

Interviews with students involved in the occupational investigation component support the preceding data. The major comments were:

- interesting and class is fun activity with excellent teachers
- all comments were very positive concerning the occupational investigation component.

As expected, the major group of people served by the occupational investigation component was the student group as shown by Table 19, Personnel Served by Occupational Investigation During Project Year by Position, Table 20, Personnel Served by Occupational Investigation (Percentage Comparisons), August, 1975 through May, 1976, shows that students represented 95 percent of all personnel served while all other groups had less than 2 percent.

The activities of the occupational investigation personnel were heavily student oriented as evidenced by Table 21, Number of Times Targeted Activity was Performed in Occupational Investigation, while Table 22, Consulting Activities for Occupational Investigation (Percentage Comparisons), August, 1975 through May, 1976, shows these activities by percentage. The major activities with percentage were:

- Visiting/Surveying Business and Industry, 31 percent
- Other, 22 percent
- Securing/Assisting Resource Speakers, 19 percent
- Arranging/Conducting Field Trips, 12 percent
- Administering and Interpreting Tests, 6 percent
- Demonstration/Unit Teaching, 4 percent
- Teacher Conference about Career Education, 4 percent
- Supplying Teaching Aids, 4 percent.

Table 23, Project Activity Man-Hour Analysis for Occupational Investigation (Percentage Comparisons), August, 1975 through May, 1976,

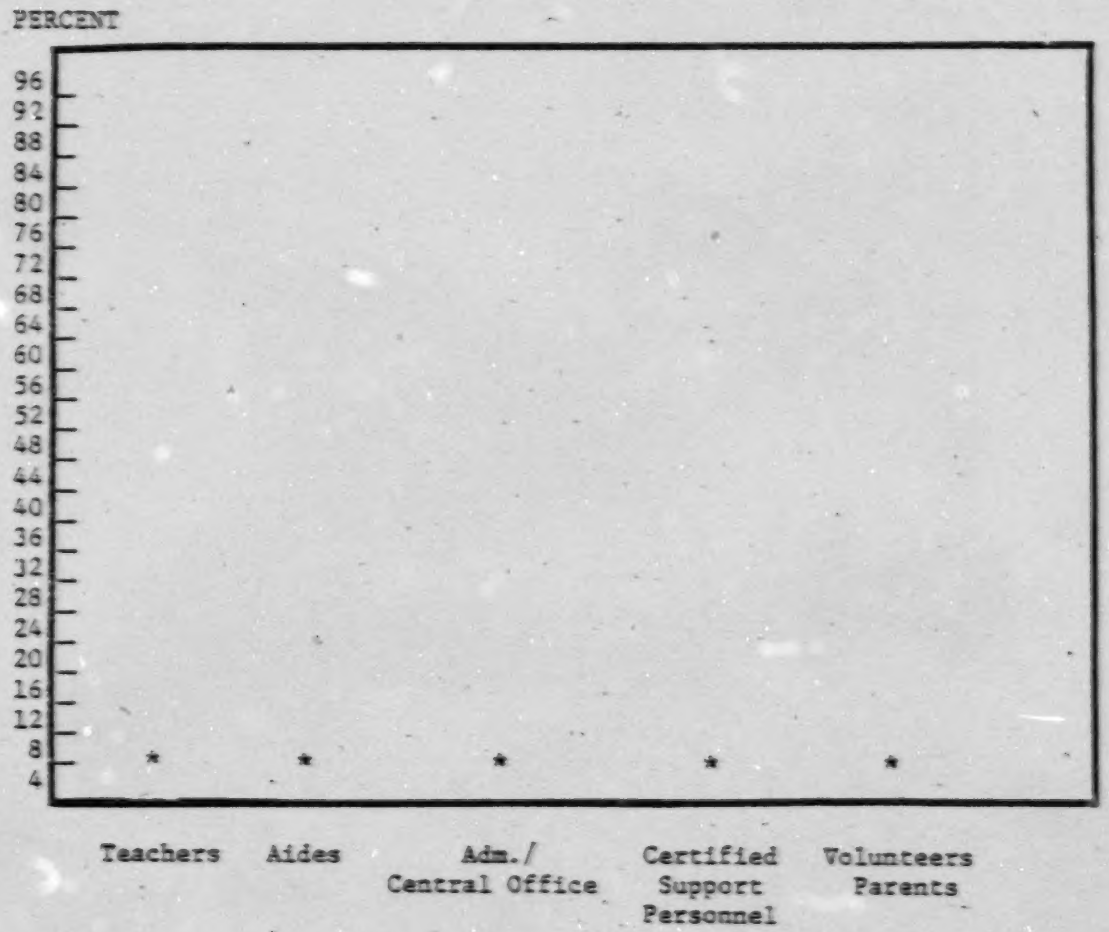
TABLE 19

PERSONNEL SERVED BY OCCUPATIONAL INVESTIGATION
DURING PROJECT YEAR BY POSITION

POSITION	Total
Teachers	16
Aides	5
Administrators	6
Cert. Support Personnel	10
Volunteers/Parents	2
Students	2031
ESC/TEA	0
Business/Industry Personnel	55
TEC/Chamber of Commerce	12
Other	0

TABLE 20

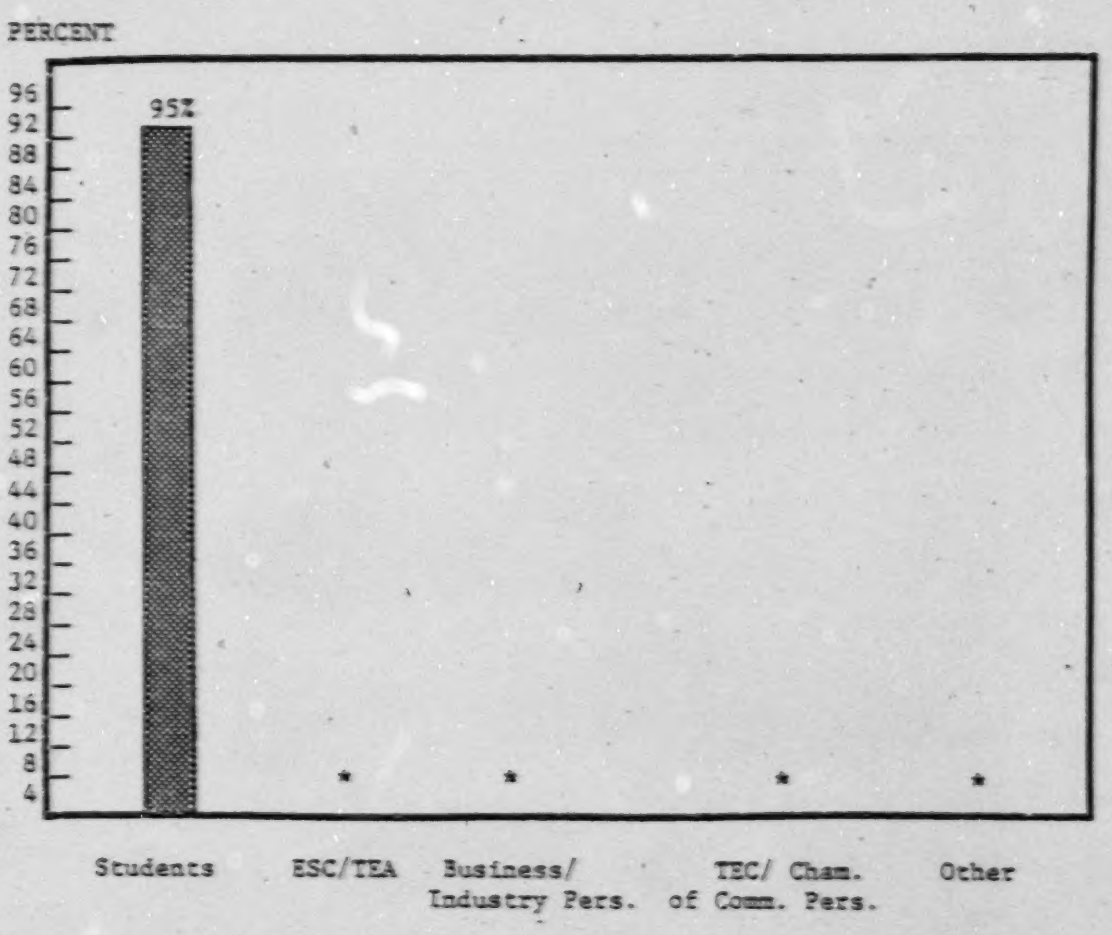
PERSONNEL SERVED BY OCCUPATIONAL INVESTIGATION
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

TABLE 20 (CONTINUED)

PERSONNEL SERVED BY OCCUPATIONAL INVESTIGATION
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



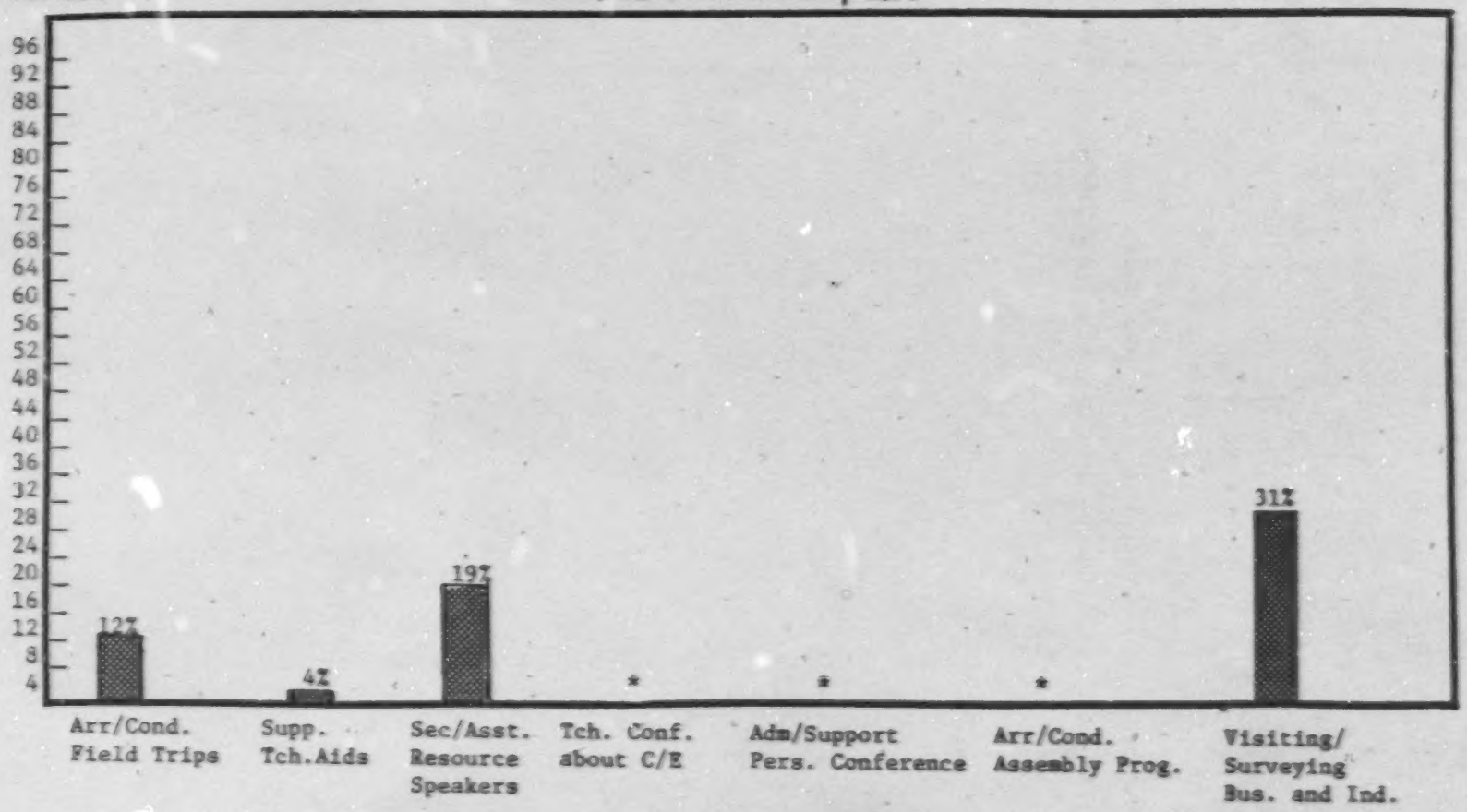
*Less than 2 percent

TABLE 21

NUMBER OF TIMES TARGETED ACTIVITY WAS PERFORMED
IN OCCUPATIONAL INVESTIGATION

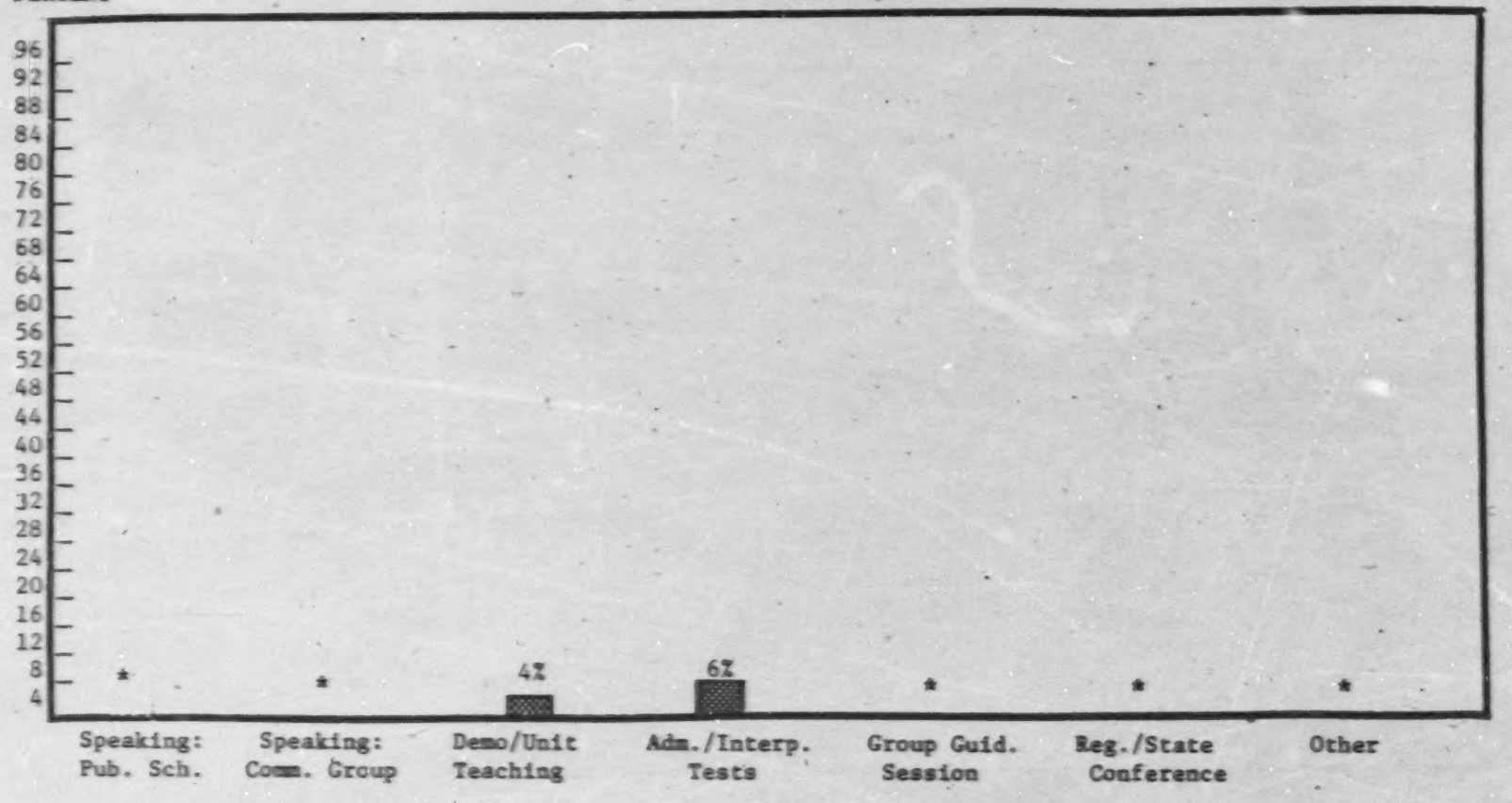
TARGETED ACTIVITIES	Total
Arranging/Conducting Field Trips	13
Supplying Teaching Aids	4
Securing/Assisting Resource Speakers	20
Teacher Conferences about C/E	1
Adm/Support Personnel Conferences about C/E	1
Arranging/Conducting Assembly Programs	0
Visiting/Surveying Business and Industry	33
Speaker: Public School	0
Speaker: Business/Parent or Community Group	0
Demonstration/Unit Teaching	4
Administering/Interpreting Tests	6
Group Guidance Sessions	0
Regional/State Conferences	0
Other	23

TABLE 22
CONSULTING ACTIVITIES FOR OCCUPATIONAL INVESTIGATION
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

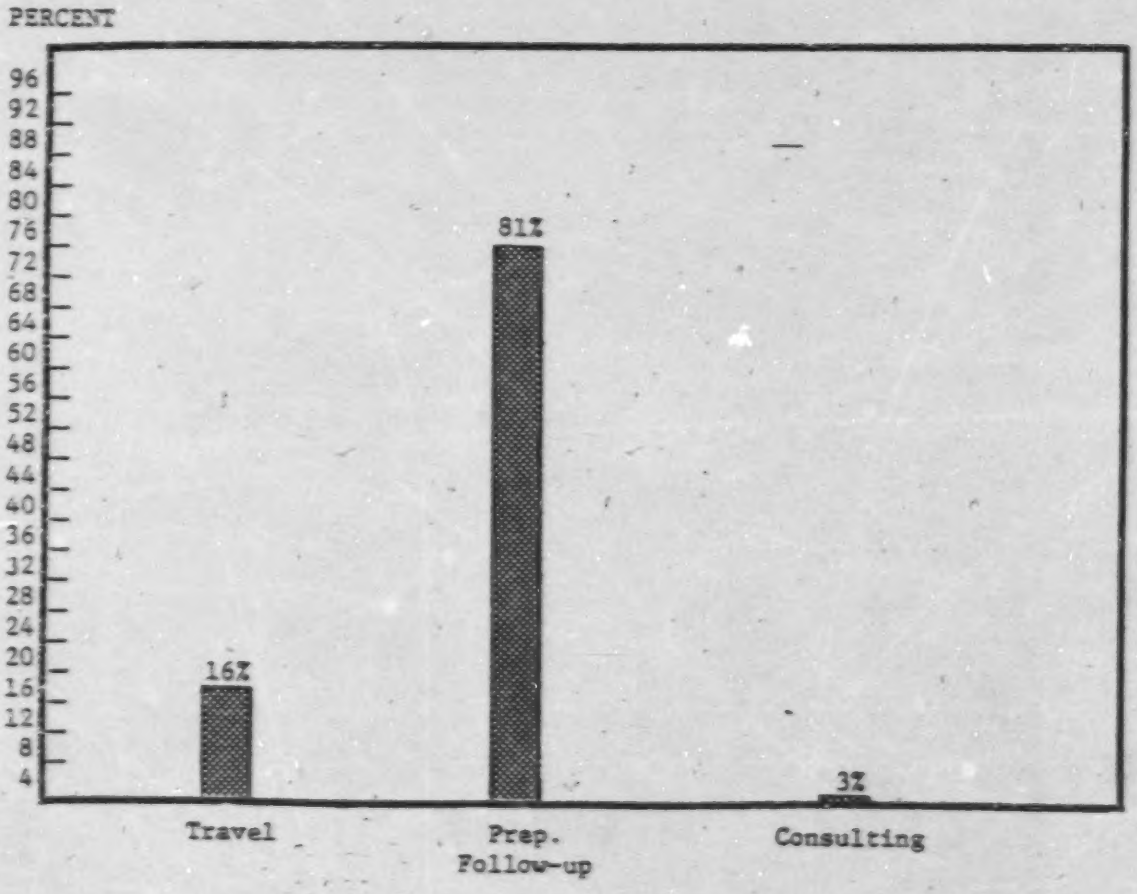
TABLE 22 (CONTINUED)
CONSULTING ACTIVITIES FOR OCCUPATIONAL INVESTIGATION
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

TABLE 23

PROJECT ACTIVITY MAN-HOUR ANALYSIS
FOR OCCUPATIONAL INVESTIGATION
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



shows the major efforts by time spent in three areas. These areas with percent of time are:

- Preparation and Follow-up, 81 percent
- Travel, 16 percent
- Consulting, 3 percent.

3. Conclusions and Recommendations. The occupational investigation component was successful at the fully attained level with the following strengths:

- instructional program which provided classroom instruction for students utilizing occupational information
- opportunities for students to make a self-appraisal and base educational and occupational planning on this appraisal
- made student assessment of program effectivenss
- guest speakers and field trips.

The major weaknesses of the occupational investigation program were:

- need to provide services to more students and schools
- moving from school to school reduced the amount of time for instruction
- many facilities were not appropriate for instruction.

The recommendations for the improvement of the occupational investigation component are:

- provide more teachers which would reduce the amount of travel between schools
- reduce time of instruction for a cluster to six weeks so each student can investigate six clusters instead of four
- move investigation instruction from the eighth grade to the ninth grade.

OCCUPATIONAL EXPLORATION

1. Program Introduction. The occupational orientation component had four professionals who worked with 533 students during the project year.

The major activity was to provide staff, materials, and equipment to provide students an opportunity to explore an occupational field of their choice. The major efforts of the occupational exploration component were:

- provide laboratory experience for students in specific career fields utilizing "hands on" experiences
- provide both cognitive and manipulative skills required by the career field being explored which include:
  - business and office occupations
  - health occupations
  - fine arts and humanities
- provide career information about the career fields being explored.

2. Objectives and Analysis. Each of the occupational exploration component objectives is stated with an analysis of the objectives.

Objective 1.

- to provide laboratory experiences in a specific career field or occupational cluster.

This objective was fully attained by the project staff. Table 24, Rating by Counselors of Effectiveness of Occupational Exploration,

TABLE 24

RATING BY COUNSELORS OF
EFFECTIVENESS OF OCCUPATIONAL EXPLORATION

Staff Achievement

	Rating				
The project has provided staff, materials, and equipment to provide students an opportunity to explore an occupational field of their choice.	High 5	4	3	2	Low 1
Instructional activities for exploration have:					
1. provided laboratory experiences in a specific career field or occupational cluster	2	8	3	1	0
2. provided "hands on" experiences for exploration instead of job skill development	1	8	5	0	0
3. provided experiences in both the cognitive and manipulative skills required by the occupations in the career field being studied	3	6	4	1	0
4. allowed students to experience both failures and success in the laboratory experiences without being either penalized or rewarded with grades	2	3	8	1	0
5. informed students about which occupations require each of the exploratory activities experienced by the student	5	5	3	1	0
6. provided pretests and posttests to determine the effectiveness of instruction.	7	6	1	0	0

TABLE 24 (CONTINUED)

RATING BY COUNSELORS OF
EFFECTIVENESS OF OCCUPATIONAL EXPLORATION

Student Achievement

Providing exploratory activities with both "hands on" and cognitive experiences have assisted students in:					
1. exploring their occupational interest in depth	1	7	4	2	0
2. discovering whether they have abilities and aptitudes required by the occupations explored	1	7	4	2	0
3. narrowing their career goals	2	6	7	1	0
4. formulating more specific educational plans to achieve their tentative career goals.	2	5	7	0	0

Table 25, Rating by School Administrators of Effectiveness of Occupational Exploration, and Table 26, Rating by Project Staff of Effectiveness of Occupational Exploration, shows that these groups rated that this objective had been fully attained. The rating was the same as the previous year.

Objective 2.

- to provide "hands on" experiences for exploration instead of job skill development.

This objective was fully attained by the project staff. Tables 24, 25, and 26, ratings by the different groups participating in the project, indicate that this objective rated at the fully attained level. Again the effectiveness of the project in meeting this objective was the same as the previous year.

Objective 3.

- to provide experiences in both the cognitive and manipulative skills required by the occupations in the career fields being studied.

The data indicates that this objective was fully attained by the project staff. Tables 24, 25, and 26, ratings by the different groups participating in the project, rate the objective as being fully attained. The evaluation shows the same rating in meeting this objective as the previous year.

Objective 4.

- to allow students to experience both failures and success in the laboratory experiences without being either penalized or rewarded with grades.

TABLE 25

RATING BY SCHOOL ADMINISTRATORS OF
EFFECTIVENESS OF OCCUPATIONAL EXPLORATION

Staff Achievement

	Rating				
The project has provided staff, materials, and equipment to provide students an opportunity to explore an occupational field of their choice.	High 5	4	3	2	Low 1
Instructional activities for exploration have:					
1. provided laboratory experiences in a specific career field or occupational cluster	3	5	3	0	0
2. provided "hands on" experiences for exploration instead of job skill development	5	2	4	0	0
3. provided experiences in both the cognitive and manipulative skills required by the occupations in the career field being studied	0	5	5	1	0
4. allowed students to experience both failures and success in the laboratory experiences without being either penalized or rewarded with grades	1	5	4	1	0
5. informed students about which occupations require each of the exploratory activities experienced by the student	4	6	1	0	0
6. provided pretests and posttests to determine the effectiveness of instruction	8	2	1	0	0

TABLE 25 (CONTINUED)

RATING BY SCHOOL ADMINISTRATORS OF
EFFECTIVENESS OF OCCUPATIONAL EXPLORATION

Student Achievement

	Providing exploratory activities with both "hands on" and cognitive experiences have assisted students in:					
1.	exploring their occupational interest in depth	1	3	6	1	0
2.	discovering whether they have abilities and aptitudes required by the occupations explored	2	3	6	0	0
3.	narrowing their career goals	2	4	3	2	0
4.	formulating more specific educational plans to achieve their tentative career goals.	4	2	5	0	0

TABLE 26

RATING BY PROJECT STAFF OF
EFFECTIVENESS OF OCCUPATIONAL EXPLORATION

Staff Achievement

		Rating				
	The project has provided staff, materials, and equipment to provide students an opportunity to explore an occupational field of their choice.	High 5	4	3	2	Low 1
	Instructional activities for exploration have:					
1.	provided laboratory experiences in a specific career field or occupational cluster	3	0	1	0	0
2.	provided "hands on" experiences for exploration instead of job skill development	3	1	0	0	0
3.	provided experiences in both the cognitive and manipulative skills required by the occupations in the career field being studied	1	3	0	0	0
4.	allowed students to experience both failures and success in the laboratory experiences without being either penalized or rewarded with grades	0	3	1	0	0
5.	informed students about which occupations require each of the exploratory activities experienced by the student	2	1	1	0	0
6.	provided pretests and posttests to determine the effectiveness of instruction	4	0	0	0	0

TABLE 26 (CONTINUED)

RATING BY PROJECT STAFF OF
EFFECTIVENESS OF OCCUPATIONAL EXPLORATION

Student Achievement

	Providing exploratory activities with both "hands on" and cognitive experiences have assisted students in:					
1.	exploring their occupational interest in depth	1	1	1	1	0
2.	discovering whether they have abilities and aptitudes required by the occupations explored	1	3	0	0	0
3.	narrowing their career goals	0	3	0	1	0
4.	formulating more specific educational plans to achieve their tentative career goals.	1	1	1	1	0

This objective was fully attained by the project staff as indicated by Tables 24, 25, and 26, ratings by the different groups participating in the project, which increased from adequately met during the previous year's evaluation.

Objective 5.

- to inform students about which occupations required each of the exploratory activities experienced by the student.

This objective was fully attained by the project staff as evidenced by Tables 24, 25, and 26, ratings by the different groups participating in the project, which was the same rating as the previous year's evaluation.

Objective 6.

- to provide pretests and posttests to determine the effectiveness of instruction.

This objective was attained beyond expectations by the project staff as shown by Tables 24, 25, and 26, ratings by the different groups participating in the project, which showed a significant increased effectiveness of the project staff over the previous year.

Expected student outcomes were developed as a result of meeting the objectives stated above. These student outcomes were:

- to explore their occupational interest in depth
- to discover whether they have abilities and aptitudes required by the occupations explored
- to narrow their career goals
- to formulate more specific educational plans to achieve their tentative career goals.

These student outcomes were fully attained by the project staff

as evidenced by Tables 24, 25, and 26, ratings by the different groups participating in the project. Meeting student outcomes showed an increase in effectiveness over the previous year.

Further evidence of this gain is demonstrated by student tests. Table 27 presents the results of an analysis of pretest-posttest scores on the Exploration Test administered to 533 exploration students in the program. The students demonstrated a positive gain. The students participating in the program demonstrated a positive change as shown by the increase mean gain of 15.14 across all groups. The magnitude of the positive change yielded a probability value of .001.

TABLE 27

MEANS, MEAN GAINS, STANDARD DEVIATIONS
AND t-VALUE FOR EXPLORATION STUDENTS BY AREA

Area	Pretest Mean	Posttest Mean	Pretest S.D.	Posttest S.D.	t	p
Health	74.47	85.26	5.31	4.81	-10.01	.001
Business	74.23	91.97	6.99	4.33	- 9.06	.001
Fine Arts and Humanities	69.21	86.11	7.03	5.22	-10.99	.001

Interviews with project staff, school administrators, counselors, and students gave support to the ratings shown above. Some of the comments were:

. excellent program and we are applying for our own unit for next year

. the units were interesting and I know what to expect in an occupation

. would like to have more "hands on" experiences especially in some different occupations not studied.

Further evidence of the occupational exploration activities as revealed by the management information system shows in Table 28, Number of Times Targeted Activity was Performed in Occupational Exploration, that the major activities of the component staff besides teaching were:

. Speaker: Public School

. Administrative/Support Personnel Conferences about Career Education

. Arranging/Conducting Field Trips

. Teacher Conferences about Career Education

. Regional/State Conferences

. Supplying Teaching Aids

. Demonstration/Unit Teaching

. Group Guidance Session

. Other.

Table 29, Consulting Activities for Occupational Exploration (Percentage Comparisons), August, 1975 through May, 1976, indicates the percentage of time spent by exploration teachers in the following activities:

. Teacher Conferences on Career Education, 20 percent

. Other, 16 percent

. Administrative/Support Personnel Conferences about Career Education, 14 percent

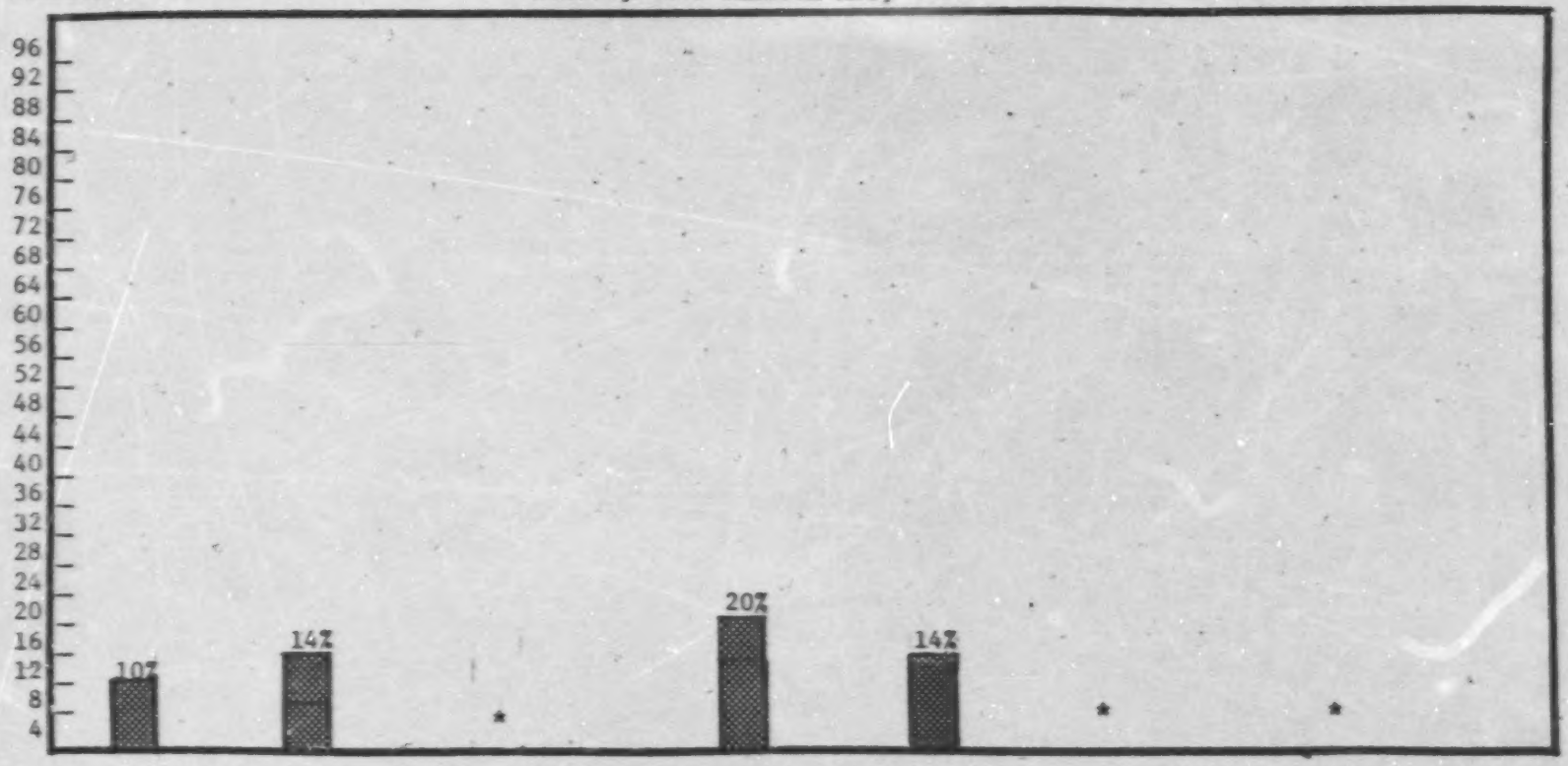
. Supplying Teaching Aids, 14 percent

TABLE 28

NUMBER OF TIMES TARGETED ACTIVITY WAS PERFORMED
IN OCCUPATIONAL EXPLORATION

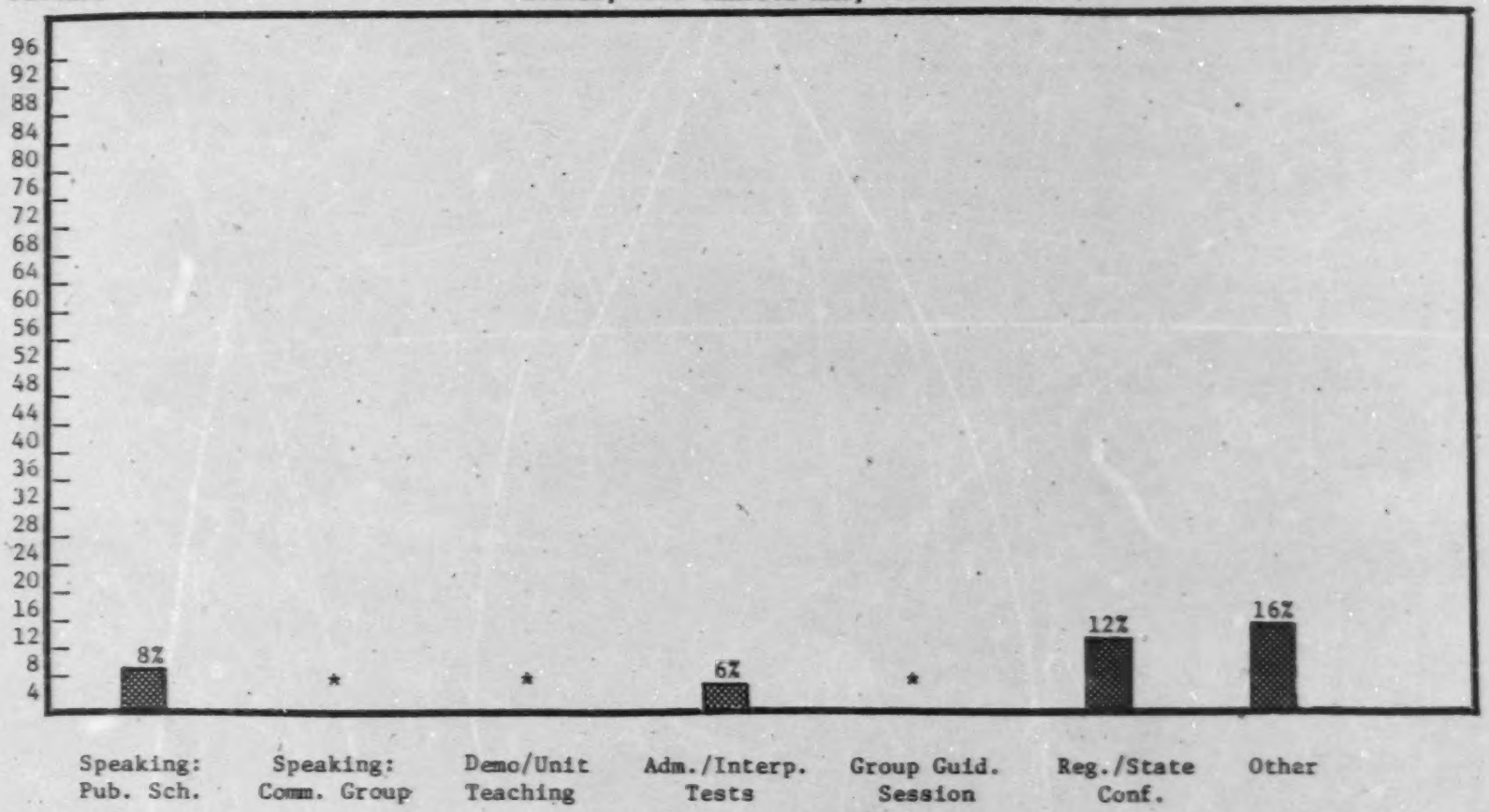
TARGETED ACTIVITIES	Total
Arranging/Conducting Field Trips	5
Supplying Teaching Aids	7
Securing/Assisting Resource Speakers	0
Teacher Conferences about C/E	10
Adm/Support Personnel Conferences about C/E	7
Arranging/Conducting Assembly Programs	0
Visiting/Surveying Business and Industry	0
Speaker: Public School	4
Speaker: Business/Parent or Community Group	0
Demonstration/Unit Teaching	1
Administering/Interpreting Tests	0
Group Guidance Sessions	1
Regional/State Conferences	6
Other	8

TABLE 29
CONSULTING ACTIVITIES FOR OCCUPATIONAL EXPLORATION
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



* Less than 2 percent

TABLE 29 (CONTINUED)
CONSULTING ACTIVITIES FOR OCCUPATIONAL EXPLORATION
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

- Regional/State Conference, 12 percent
- Arranging/Conducting Field Trips, 10 percent
- Speaking: Public Schools, 8 percent
- Administering/Interpreting Tests, 6 percent.

Table 30, Personnel Served by Occupational Exploration During Project Year by Position, shows that the major group served by the project staff was students which represented 89 percent of all groups served as revealed by Table 31, Personnel Served by Occupational Exploration (Percentage Comparisons), August, 1975 through May, 1976.

Table 32, Project Activity Man-Hour Analysis Occupational Exploration (Percentage Comparisons), August, 1975 through May, 1976, shows the time spent in three major areas by the project staff. These were:

- Preparation and Follow-up, 61 percent
- Travel, 22 percent
- Consulting, 17 percent.

3. Conclusions and Recommendations. Some of the strengths of the occupational exploration component were:

- made significant gains in effectiveness over previous year's evaluation
- competent staff served 533 students
- provided laboratory experiences for students in specific career fields while providing actual "hands on" experiences for students
- provided career information and exploration in the areas of:
  - health occupations
  - business and office occupations
  - fine arts and humanities.

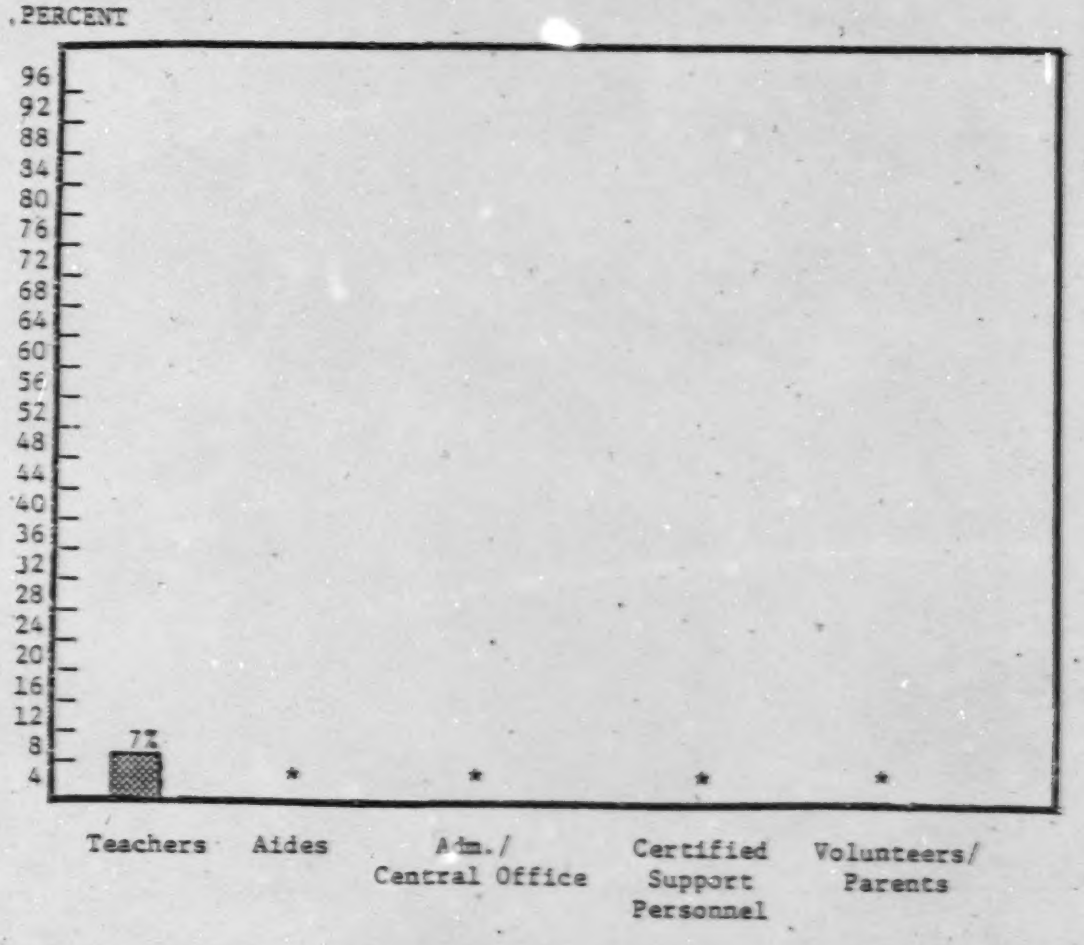
TABLE 30

PERSONNEL SERVED BY OCCUPATIONAL EXPLORATION
DURING THE PROJECT YEAR BY POSITION

POSITION	Total
Teachers	28
Aides	3
Administrators	8
Cert. Support Personnel	2
Volunteers, Parents	0
Students	344
ESC/TEA	0
Business/Industry Personnel	0
TEC/Chamber of Commerce	0
Other	0

TABLE 31

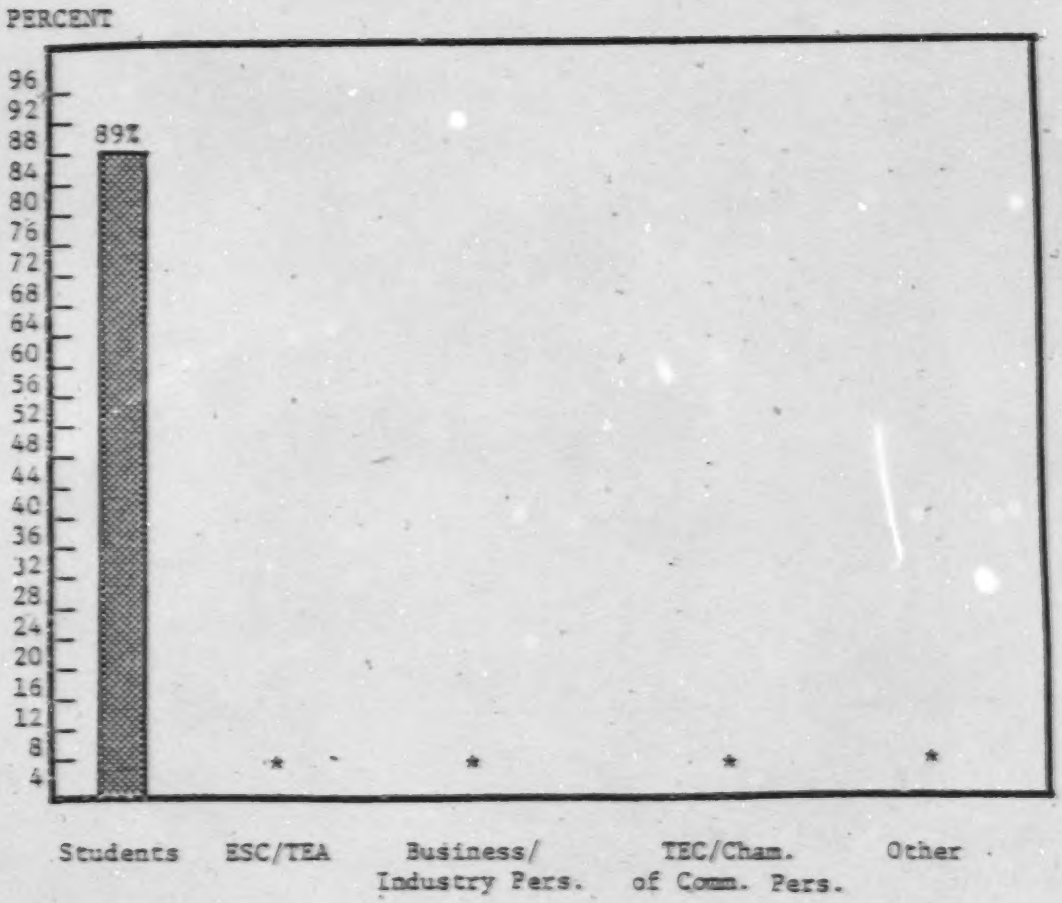
PERSONNEL SERVED BY OCCUPATIONAL EXPLORATION
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

TABLE 31 (CONTINUED)

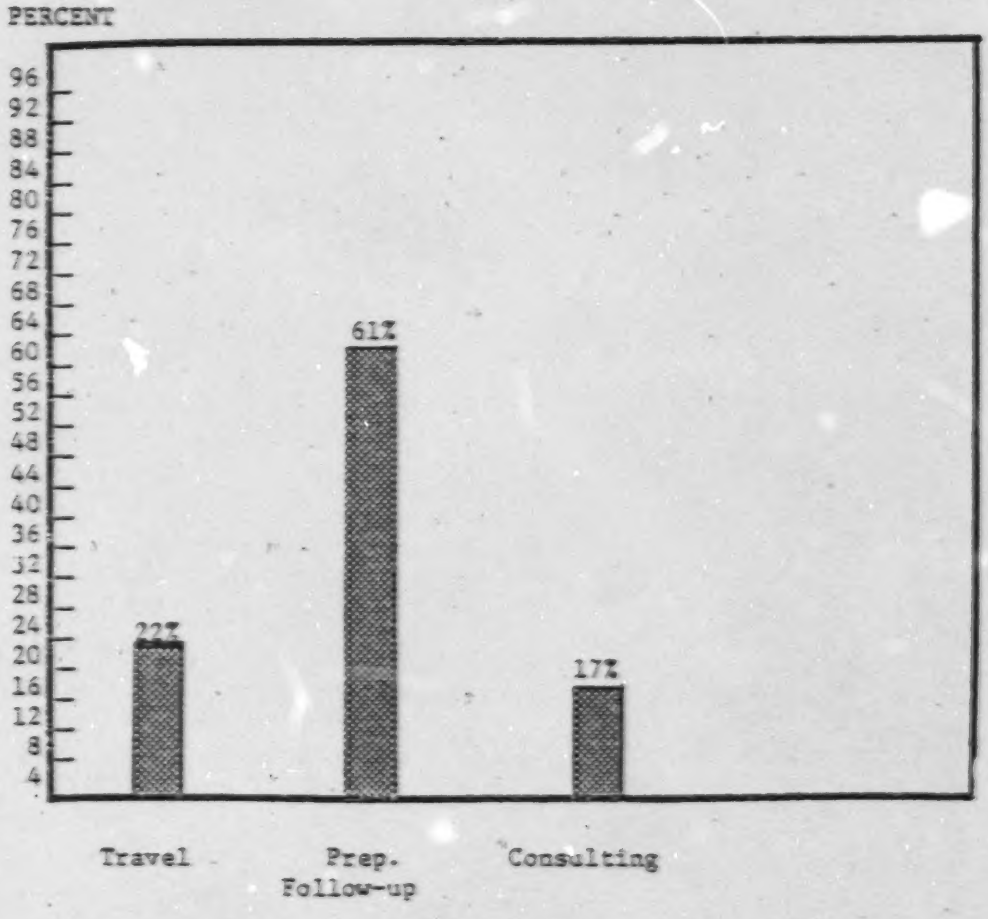
PERSONNEL SERVED BY OCCUPATIONAL EXPLORATION
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

TABLE 32

PROJECT ACTIVITY MAN-HOUR ANALYSIS
OCCUPATIONAL EXPLORATION
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



- provided cognitive and manipulative skills required by the career fields being explored by the students as demonstrated by test scores with significant changes in all areas.

Some of the weaknesses of the occupational exploration component were:

- lack of machines to provide meaningful "hands on" experiences
- scheduling between schools
- facilities provided for instruction were inadequate
- lack of a guide or curriculum for planning exploration activities.

Recommendations for improvement of the occupational exploration component are:

- develop in cooperation with other exploration projects a curriculum guide for exploration. This is essential if students are to realize full benefit from exploration activities
- provide instruction for exploration in grades 10, 11, and 12 rather than grade 9
- closer coordination between investigation and exploration components to provide for articulation of the career education activities. Those students who participated in investigation were better informed and did better in exploration.

INTENSIVE GROUP GUIDANCE

1. Program Introduction. The intensive group guidance component provided staff, materials, and equipment to provide an intensive group occupational guidance and counseling program for students during their last years of school. Three counselors worked in this component where one of the major efforts was the administering and interpreting of the General Aptitude Test Battery to all students in Grade 9 in Grayson County and others in Grades 10-12 who had not previously taken the test.

2. Objectives and Analysis. In their efforts to carry out the overall effort of providing intensive group occupational guidance and counseling, the project staff of the intensive group guidance implemented the following objectives. These objectives will be stated with an analysis of how well the objective was met.

Objective 1.

. to administer and interpret the General Aptitude Test Battery to all ninth grade students who desire to take the test.

This objective was fully attained by the project staff of the intensive group guidance component as shown by Table 33, Rating by Counselors of Effectiveness of Intensive Group Guidance, Table 34, Rating by School Administrators of Effectiveness of Intensive Group Guidance, and Table 35, Rating by Project Staff of Effectiveness of Intensive Group Guidance. The ratings of all personnel exceeded four or the fully attained level which was the same level of accomplishment as the previous two years.

TABLE 33

RATING BY COUNSELORS OF
EFFECTIVENESS OF INTENSIVE GROUP GUIDANCE

Staff Achievement

	Rating				
The project has provided staff, materials, and equipment to provide an intensive group occupational guidance and counseling program for students during their last years of school.	High 5	4	3	2	Low 1
To achieve the objectives of this component the staff has conducted as a minimum:					
1. the administration and interpretation of the General Aptitude Test Battery to all 9th grade students who desired and made themselves available for this service at the time it was provided	3	2	0	0	0
2. group vocational guidance sessions	4	1	0	0	0
3. individual vocational counseling sessions	4	1	0	0	0
4. consultation with teachers for the purpose of assisting students in career planning or career preparation.	1	4	0	0	0

Student Benefits

Providing intensive vocational guidance activities have assisted students in:					
1. developing an attitude of respect for the dignity and value of work	4	1	0	0	0
2. learning about various occupations	4	1	0	0	0

TABLE 33 (CONTINUED)

RATING BY COUNSELORS OF
EFFECTIVENESS OF INTENSIVE GROUP GUIDANCE

	Rating				
	High				Low
	5	4	3	2	1
3. relating the educational progress to the world of work	4	1	0	0	0
4. making adequate realistic self-appraisals with regards to post-high school plans	4	1	0	0	0
5. developing job-seeking techniques and skills necessary to improve their success in entering the labor market	4	1	0	0	0
6. increasing their awareness of and developing competencies in social and work related interpersonal relationships and attitudes	3	2	0	0	0
7. analyzing themselves as potentially employable citizens of their community.	3	2	0	0	0

TABLE 34

RATING BY SCHOOL ADMINISTRATORS OF
EFFECTIVENESS OF INTENSIVE GROUP GUIDANCE

Staff Achievement

	Rating				
The project has provided staff, materials, and equipment to provide an intensive group occupational guidance and counseling program for students during their last years of school.	High 5	4	3	2	Low 1
To achieve the objectives of this component the staff has conducted as a minimum:					
1. the administration and interpretation of the General Aptitude Test Battery to all 9th grade students who desired and made themselves available for this service at the time it was provided	6	3	0	0	0
2. group vocational guidance sessions	8	1	0	0	0
3. individual vocational counseling sessions	6	2	1	0	0
4. consultation with teachers for the purpose of assisting students in career planning or career preparation.	2	5	2	0	0

Student Benefits

Providing intensive vocational guidance activities have assisted students in:					
1. developing an attitude of respect for the dignity and value of work	7	1	1	0	0
2. learning about various occupations	6	3	0	0	0

TABLE 34 (CONTINUED)

RATING BY SCHOOL ADMINISTRATORS OF
EFFECTIVENESS OF INTENSIVE GROUP GUIDANCE

	Rating				
	High				Low
	5	4	3	2	1
3. relating the educational progress to the world of work	6	2	1	0	0
4. making adequate realistic self-appraisals with regards to post-high school plans	4	4	1	0	0
5. developing job-seeking techniques and skills necessary to improve their success in entering the labor market	5	3	1	0	0
6. increasing their awareness of and developing competencies in social and work related interpersonal relationships and attitudes	7	2	0	0	0
7. analyzing themselves as potentially employable citizens of their community.	6	3	0	0	0

TABLE 35

RATING BY PROJECT STAFF OF
EFFECTIVENESS OF INTENSIVE GROUP GUIDANCE

Staff Achievement

	Rating				
	High				Low
	5	4	3	2	1
The project has provided staff, materials, and equipment to provide an intensive group occupational guidance and counseling program for students during their last years of school.					
To achieve the objectives of this component the staff has conducted as a minimum:					
1. the administration and interpretation of the General Aptitude Test Battery to all 9th grade students who desired and made themselves available for this service at the time it was provided	4	0	0	0	0
2. group vocational guidance sessions	4	0	0	0	0
3. individual vocational counseling sessions	3	1	0	0	0
4. consultation with teachers for the purpose of assisting students in career planning or career preparation.	1	1	2	0	0

Student Benefits

Providing intensive vocational guidance activities have assisted students in:					
1. developing an attitude of respect for the dignity and value of work	3	1	0	0	0
2. learning about various occupations	2	2	0	0	0

TABLE 35 (CONTINUED)

RATING BY PROJECT STAFF OF
EFFECTIVENESS OF INTENSIVE GROUP GUIDANCE

	Rating				
	High				Low
	5	4	3	2	1
3. relating the educational progress to the world of work	3	1	0	0	0
4. making adequate realistic self-appraisals with regards to post-high school plans	3	1	0	0	0
5. developing job-seeking techniques and skills necessary to improve their success in entering the labor market	4	0	0	0	0
6. increasing their awareness of and developing competencies in social and work related interpersonal relationships and attitudes	2	2	0	0	0
7. analyzing themselves as potentially employable citizens of their community.	3	1	0	0	0

Objective 2.

. to provide group guidance sessions.

This objective was fully attained by the project staff of the intensive group guidance component as evidenced by Tables 33, 34, and 35, ratings of different personnel involved in the intensive group guidance component. The overall ratings by involved personnel exceeded four or the fully attained level. Three of the students interviewed who participated in the program were well informed and had high praise concerning the program. The superintendent and principal of the school were asked to select three students at random who were participants. The principal and superintendent were also well informed concerning the program.

Objective 3.

. to provide individual vocational counseling sessions.

This objective was fully attained by the project staff as documented by Tables 33, 34, and 35, ratings of the different personnel participating in the intensive group guidance component. The overall ratings by all personnel involved in the intensive group guidance component exceeded the four or fully attained level. Again the rating equaled the performance of the previous two years.

Objective 4.

. to provide consultation with teachers for the purpose of assisting students in career planning or career preparation.

This objective was fully attained by the project staff as indicated by Tables 33, 34, and 35, ratings of personnel participating in the intensive group guidance component. The overall rating by the

personnel involved in the intensive group guidance component was four or fully attained level.

The overall project effort was supposed to benefit students by providing intensive vocational guidance activities with the following student outcomes.

Student Outcome 1.

. to develop an attitude of respect for the dignity and value of work.

This student outcome was fully attained as shown by Tables 33, 34, and 35, ratings by personnel involved in the intensive group guidance component. Further evidence is shown in Table 36, Rating by Students of Effectiveness of Intensive Group Guidance, where students said the objective was met beyond expectation. A total of 149 students rate the outcome as being met while 33 rate the outcome as not being met.

Student Outcome 2.

. to learn about various occupations.

This student outcome was fully attained as evidenced by Tables 33, 34, and 35, ratings by personnel participating in the intensive group guidance component. Table 36, ratings by students, shows that 144 students felt the outcome had been met while 38 indicated the outcome was not met by the project.

Student Outcome 3.

. to relate the educational progress to the world of work.

This student outcome was fully attained as shown by Tables 33, 34, and 35, ratings by personnel participating in the intensive group

TABLE 36

RATING BY STUDENTS OF
EFFECTIVENESS OF INTENSIVE GROUP GUIDANCE

	Have the intensive vocational guidance activities assisted you in:	YES	NO
1.	developing an attitude of respect for the dignity and value of work	149	33
2.	learning about various occupations	144	38
3.	relating the educational progress of the world of work	138	42
4.	making adequate realistic self-appraisals with regards to your post-high school plans	147	35
5.	developing job-seeking techniques and skills necessary to improve your success in entering the labor market	128	54
6.	increasing your awareness of and developing competencies in social and work related interpersonal relationships and attitudes	138	42
7.	analyzing yourself as a potentially employable citizen of your community?	143	39

guidance component. Table 36, ratings by students involved in intensive group guidance, indicates 138 felt the student outcome was met while 42 indicated the student outcome was not met by the project.

Student Outcome 4.

. to make adequate realistic self-appraisals with regards to post-high school plans.

Tables 33, 34, and 35, ratings by the personnel involved in the intensive group guidance component, show that the student outcome was fully attained. Furthermore, full agreement is shown in Table 36, ratings by students participating in intensive group guidance, where 147 students felt the outcome had been achieved while 35 indicated the outcome had not been met by the project.

Student Outcome 5.

. to develop job-seeking techniques and skills necessary to improve their success in entering the labor market.

This student outcome was fully attained as shown by fables 33, 34, and 35, ratings by personnel participating in the intensive group guidance component. Table 36, ratings of students participating in the intensive group guidance, further supports the attainment of this student outcome as 128 students showed the outcome met while 54 indicated the outcome not met by the project.

Student Outcome 6.

. to increase student's awareness of and developing competencies in social and work related interpersonal relationships and attitudes.

This student outcome was fully attained as indicated by Tables 33, 34, and 35, ratings of personnel participating in the intensive group guidance component. Table 36, ratings by students participating in intensive group guidance, shows that 138 students rate the outcome met while 42 rated the outcome as not being met by the project. This outcome received the lowest level of accomplishment by students.

Student Outcome 7.

. to analyze themselves as potentially employable citizens of their community.

This student outcome was fully attained as evidenced by Tables 33, 34, and 35, ratings of personnel participating in the intensive group guidance component.

Table 36, ratings by students participating in intensive group guidance, indicates 143 students felt the outcome had been met while 39 felt the outcome had not been met by the project.

Another aspect of the evaluation effort concerning student outcomes consisted of the collection of pretest-posttest data on seniors participating in intensive group guidance activities. Table 37, Pretest and Posttest Results for Junior Level Students on the Variable: World of Work, presents the results in terms of mean gain and percent of correct answers. The junior students gained 2.5 mean gain. The percent of correct answers on the pretest was 82 percent while on the posttest the percent of correct answers had increased to 92 percent or a 10 percent gain.

TABLE 37

PRETEST AND POSTTEST RESULTS FOR JUNIOR LEVEL STUDENTS ON THE VARIABLE: WORLD OF WORK

	N	MEAN SCORE	MEAN DIFFERENCE	PERCENT OF CORRECT ANSWERS
Pretest	483	20.5		82%
Posttest	470	23.0	2.5	92%

Personnel involved in the group guidance component along with students who participated were interviewed. The persons interviewed support the evidence already presented concerning component effectiveness. The group guidance component was especially beneficial as reported by one principal.

Additional support which indicates the success of the intensive group guidance component is shown in Table 38, Personnel Served by Intensive Group Guidance During Project Year by Position, and Table 39, Personnel Served by Intensive Group Guidance (Percentage Comparisons), August, 1975 through May, 1976, which indicates that the largest group served was students which represented 80 percent with the next largest group being Certified Support Personnel which represented only 6 percent of the total served.

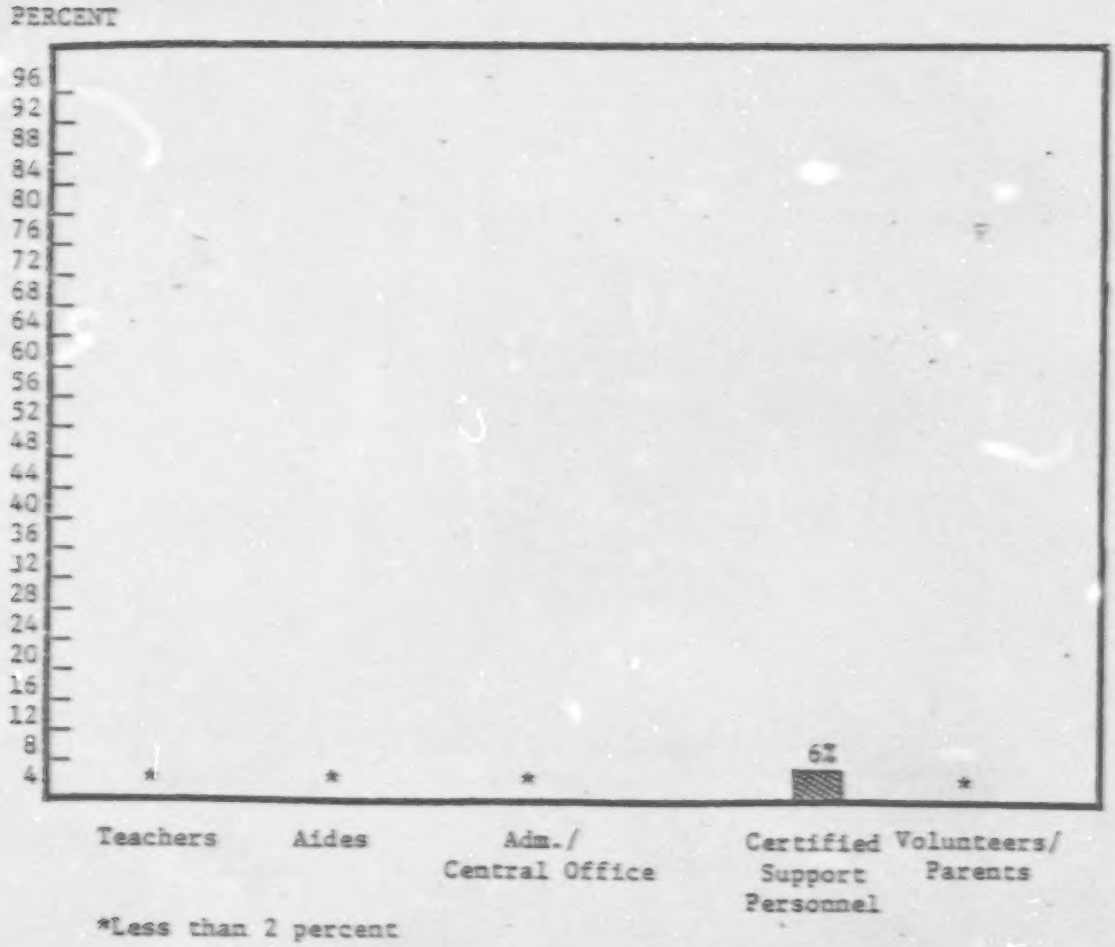
TABLE 38

PERSONNEL SERVED BY INTENSIVE GROUP GUIDANCE
DURING PROJECT YEAR BY POSITION

POSITION	Total
Teachers	166
Aides	9
Administrators	129
Cert. Support Personnel	405
Volumteers/Parents	0
Students	6,239
ESC/TEA	108
Business/Industry Personnel	348
TEC/Chamber of Commerce	17
Other	397

TABLE 39

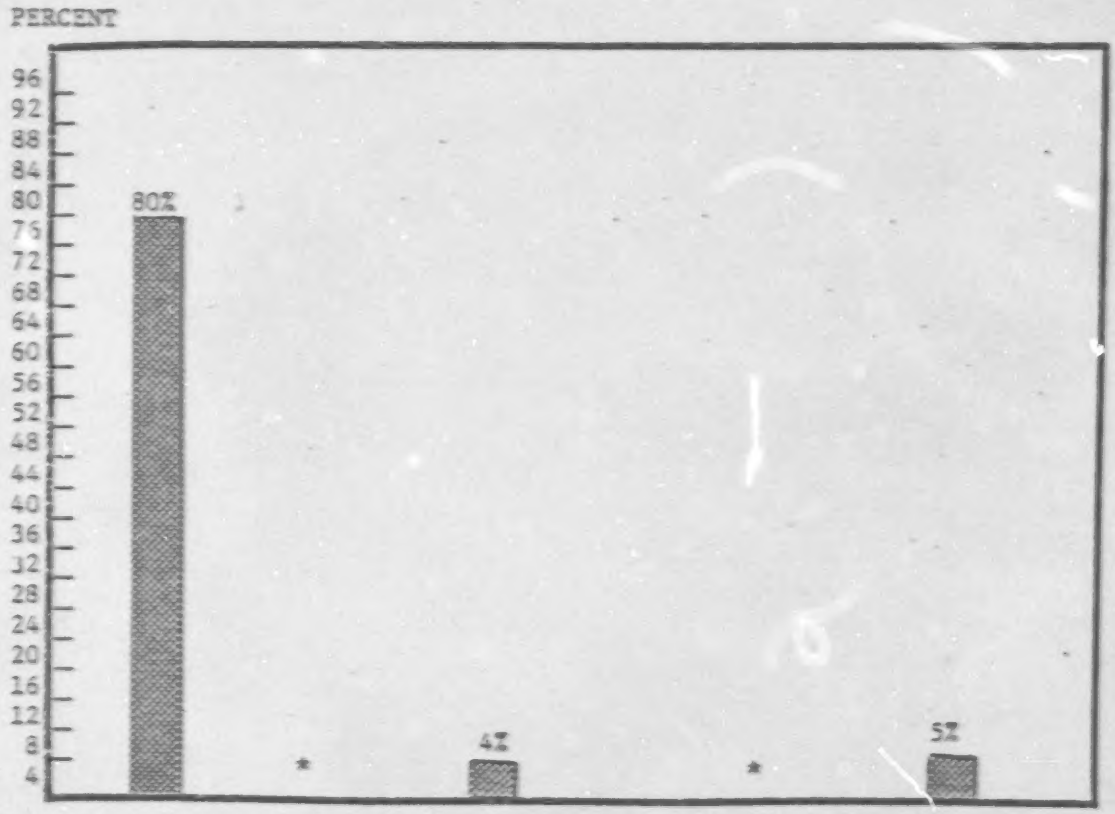
PERSONNEL SERVED BY INTENSIVE GROUP GUIDANCE
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

TABLE 39 (CONTINUED)

PERSONNEL SERVED BY INTENSIVE GROUP GUIDANCE
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

Table 40, Number of Times Targeted Activity was Performed in Intensive Group Guidance, shows activities while Table 41, Consulting Contacts for Intensive Group Guidance (Percentage Comparisons), August, 1975 through May, 1976, shows percentages by activities. These in rank order are:

- Administering/Interpreting Tests, 30 percent
- Group Guidance Sessions, 21 percent
- Other, 21 percent
- Arranging and Conducting Field Trips, 10 percent
- Administrative/Support Personnel Conferences about Career Education, 9 percent
- Visiting/Surveying Business and Industry, 4 percent

Table 42, Project Activity Man-Hour Analysis for Intensive Group Guidance (Percentage Comparisons), August, 1975 through May, 1976, shows the percentage of man hours in three categories. These are:

- Consulting, 50 percent
- Preparation and Follow-up, 28 percent
- Travel, 22 percent.

3. Conclusions and Recommendations. The data indicates the objectives of the intensive group guidance component were fully attained with the following strengths:

- increase in performance over previous year
- student outcomes were realized with support from participating students supporting the data
- strong support from personnel for the activities especially the group guidance sessions

TABLE 40

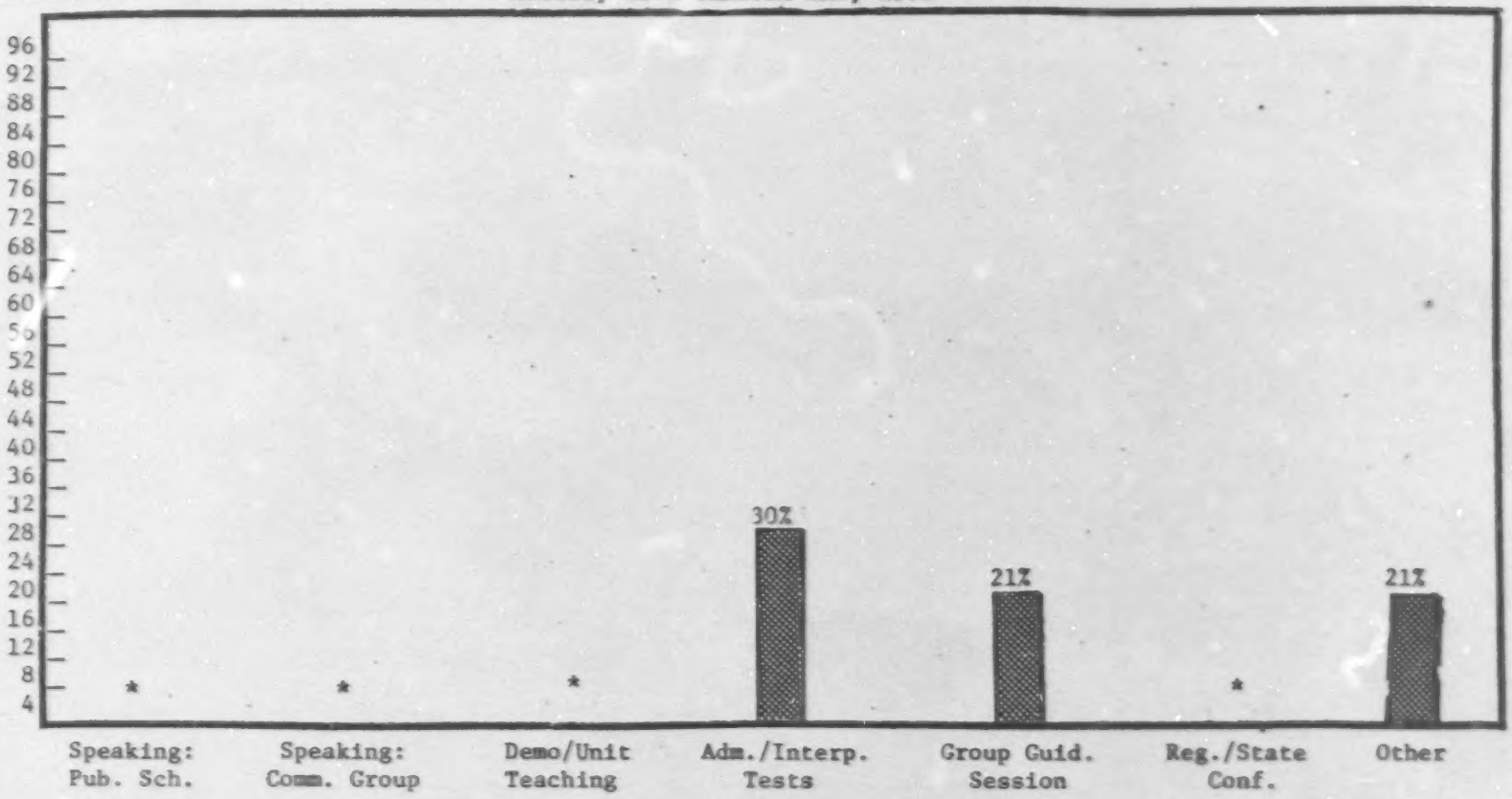
NUMBER OF TIMES TARGETED ACTIVITY WAS PERFORMED
IN INTENSIVE GROUP GUIDANCE

TARGETED ACTIVITIES	Total
Arranging/Conducting Field Trips	92
Supplying Teaching Aids	9
Securing/Assisting Resource Speakers	15
Teacher Conferences about C/E	13
Adm/Support Personnel Conferences about C/E	84
Arranging/Conducting Assembly Programs	0
Visiting/Surveying Business and Industry	43
Speaker: Public School	0
Speaker: Business/Parent or Community Group	3
Demonstration/Unit Teaching	0
Administering/Interpreting Tests	292
Group Guidance Sessions	203
Regional/State Conferences	0
Other	209

TABLE 41
CONSULTING CONTACTS FOR INTENSIVE GROUP GUIDANCE
(PERCENGAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976

*Less than 2 percent

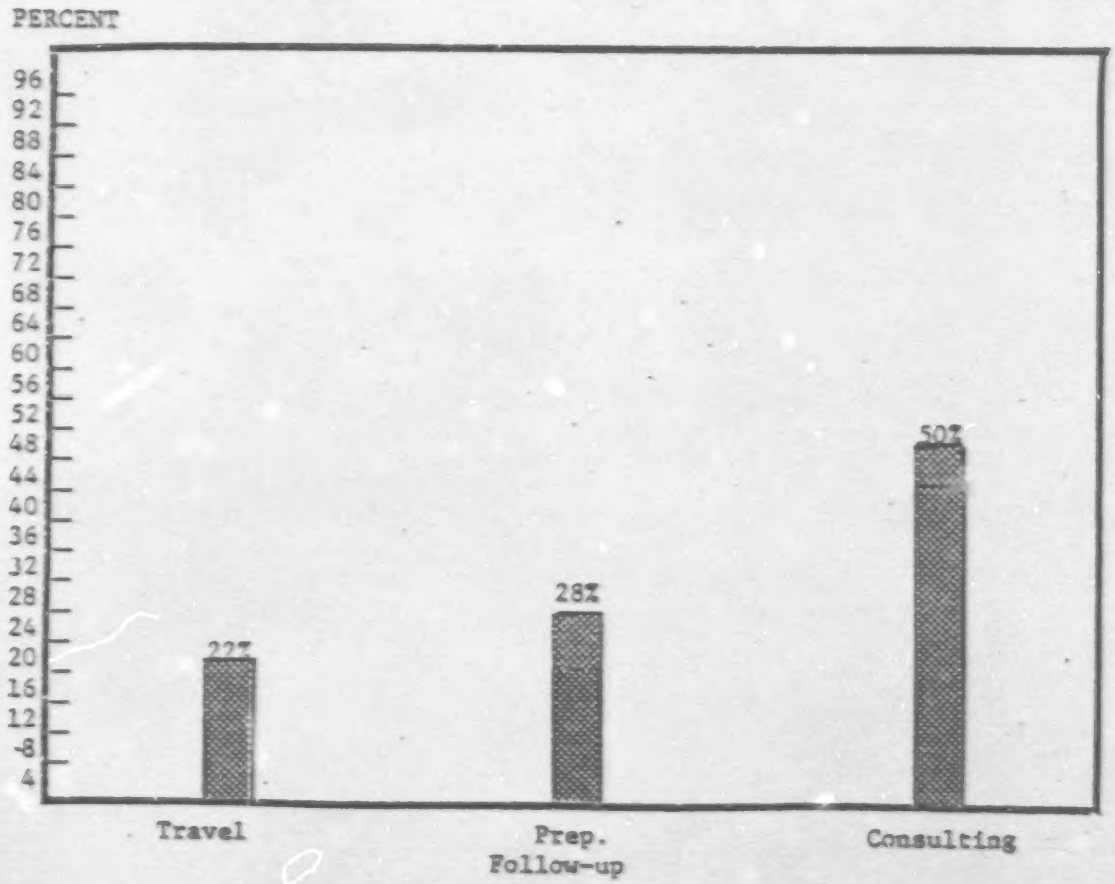
TABLE 41 (CONTINUED)
CONSULTING CONTACTS FOR INTENSIVE GROUP GUIDANCE
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

TABLE 42

PROJECT ACTIVITY MAN-HOUR ANALYSIS FOR
INTENSIVE GROUP GUIDANCE
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



- group guidance sessions were the first contact with a counselor in many incidents
- group guidance was worthwhile and provided a service not available elsewhere.

Some of the weaknesses of the intensive group guidance component were:

- three counselors have an extremely heavy workload during test time.

Recommendations for the intensive group guidance component include:

- more even distribution of the General Aptitude Test Battery during the school year to balance the workload with the test being administered to 10th grade students rather than 9th grade students
- establish a career information center
- counselors need to be assigned to schools so that a feeling of belonging can be established between counselors and school faculty.

PLACEMENT AND FOLLOW-UP

1. Program Introduction. The objective of all vocational training is to prepare for gainful employment. If employment is not obtained within a reasonable time following graduation, all of the training given the student is lost. The public schools of Grayson County are training students capable of performing in a variety of skill jobs and employers are seeking trained workers for jobs. The placement and follow-up activities provided a liaison between the employment agencies, the business community, the source of trained personnel, and the public schools.

The project director served as the placement and follow-up officer in addition to his other duties. Follow-up has begun on graduating seniors. Other activities include visit with businesses and industries in Grayson County, work with Texas Employment Commission, conduct job referral service, work with career day, and collect exit information on graduating seniors.

2. Objectives and Analysis. The objectives for the placement and follow-up component will be stated with an analysis of how well each objective was met by the project.

Objective 1.

. to provide information for all students as to where they can find jobs, both part-time and full-time, and to provide aid to these students in securing these jobs.

This objective was partially met by the project staff. Support for this was secured during interviews of seniors who had participated. Other school personnel indicated the placement had been useful to

students while in operation. Furthermore, Table 43, Personnel Served by Placement and Follow-up During Project Year by Position, and Table 44, Personnel Served by Placement and Follow-up (Percentage Comparisons), August, 1975 through May, 1976, show that the largest group served was students representing 92 percent of the totals. Due to the slowed economy, the placement of students was minimal. Contacts were made to secure employment; however, few students were employed.

Objective 2.

. to design an information system to aid the placement office to determine which job will fit each student by utilizing employee and employer information.

The objective was partially met by project staff. Over 1,000 businesses and industries were contacted by the project staff in collecting data concerning the placement needs for personnel in Grayson County during the first year of the project. This data bank was updated and added to during the current year. The project director continued to use the information from the 85 page book entitled Directory of Community Resources.

Objective 3.

. to upgrade and improve the instructional program of career education in Grayson County.

This objective was partially met. The documentation presented by other components supports this objective. This is an overall project objective and not specifically a placement and follow-up objective. The project director disseminated information as he visited each school.

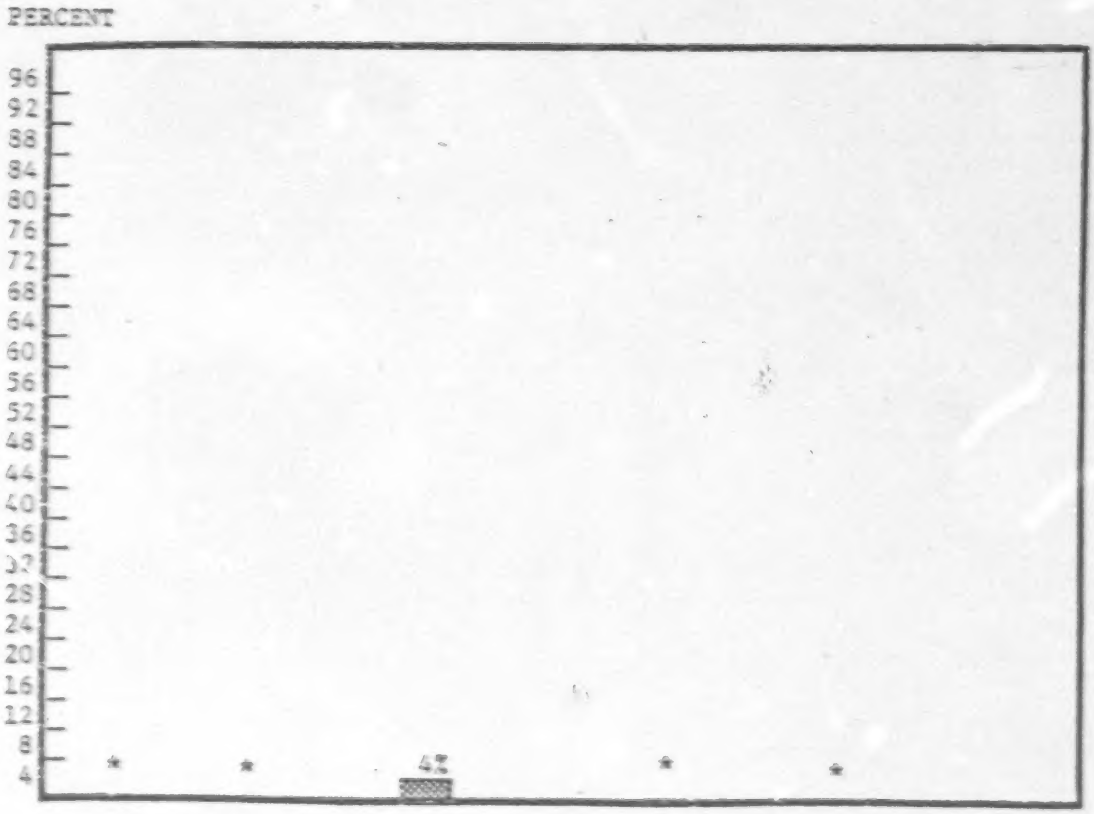
TABLE 43

PERSONNEL SERVED BY PLACEMENT AND FOLLOW-UP
DURING PROJECT YEAR BY POSITION

POSITION	Total
Teachers	4
Aides	2
Administrators	13
Cert. Support Personnel	2
Volunteers/Parents	0
Students	264
ESC/TEA	0
Business/Industry Personnel	2
TEC/Chamber of Commerce	1
Other	0

TABLE 44

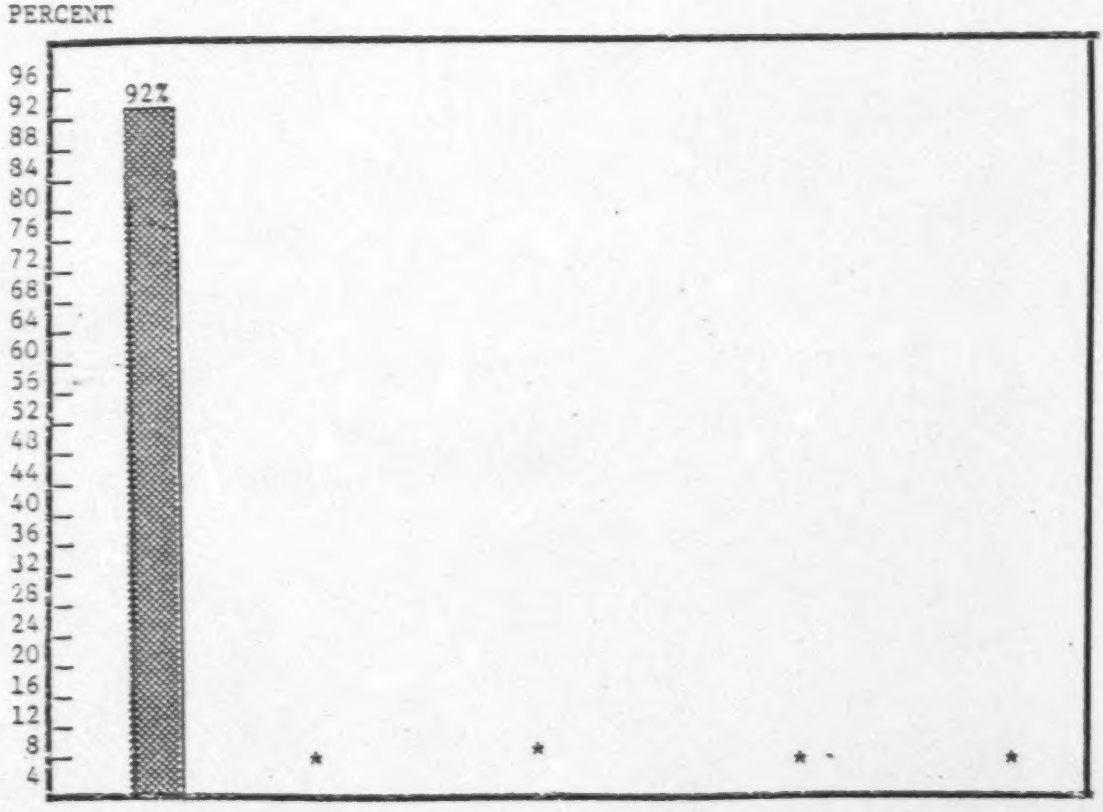
PERSONNEL SERVED BY PLACEMENT AND FOLLOW-UP
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

TABLE 44 (CONTINUED)

PERSONNEL SERVED BY PLACEMENT AND FOLLOW-UP
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

Additional documentation to support the success of the placement and follow-up component in meeting objective three is found in Table 45, Number of Times Targeted Activity was Performed in Placement and Follow-up, and Table 46, Consulting Activities for Placement and Follow-up (Percentage Comparisons), August, 1975 through May, 1976. These tables show the activities with percentage ranked by percentage are:

- Other, 70 percent
- Supplying Teaching Aids, 17 percent
- Group Guidance Sessions, 4 percent
- Administrative/Support Personnel Conferences about Career Education, 4 percent
- Arranging/Conducting Field Trips, 4 percent

Objective 4.

- to provide employment aid to out-of-school youth and adults who are enrolled in occupational programs.

This objective was not met since most of the current year's efforts were directed to in-school youth.

Objective 5.

- to follow up on every student who graduates or drops out of school before graduation for five years from the date of determination to see what occupation the student pursues.

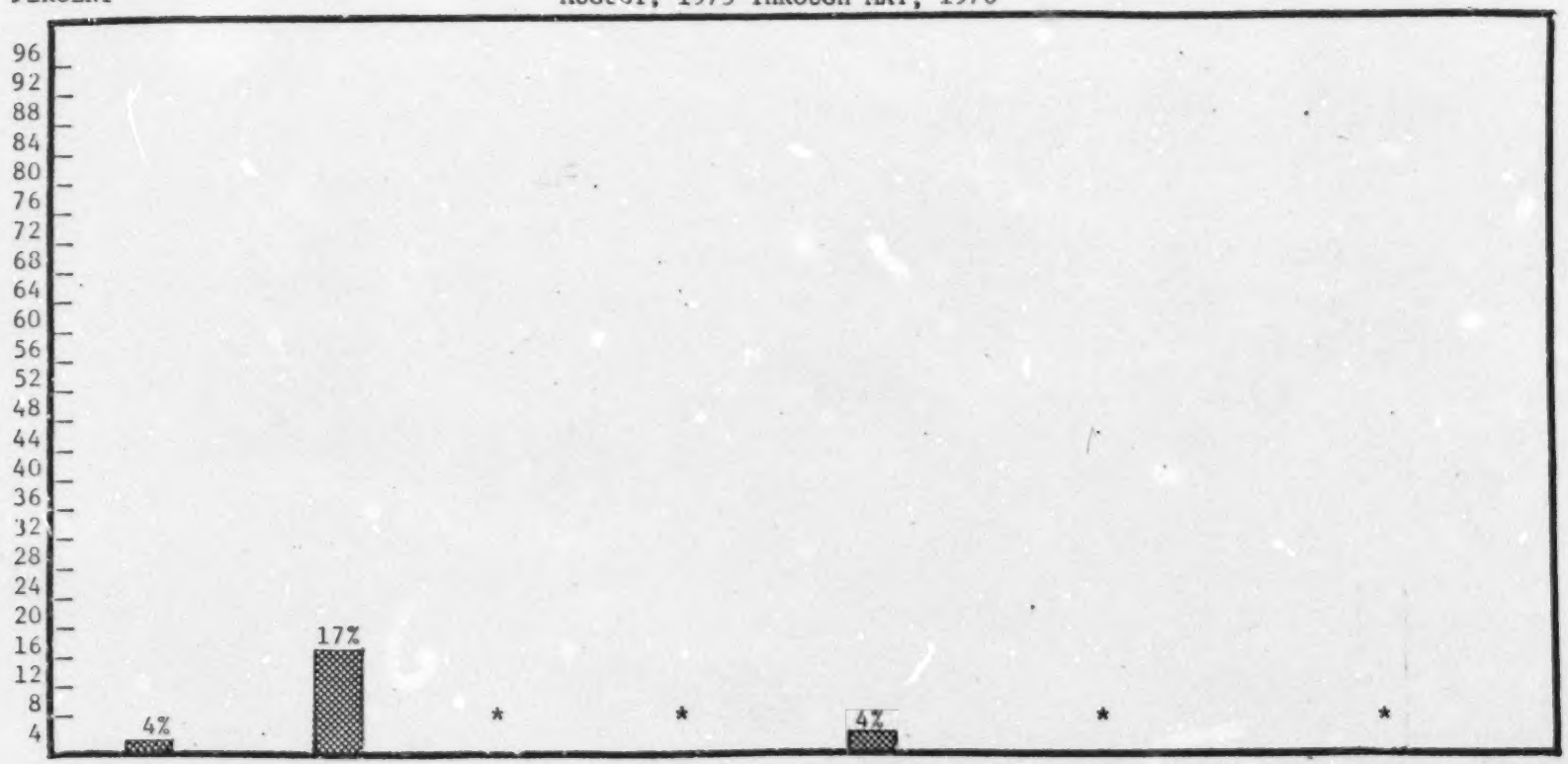
This objective was adequately met by the project staff. Exit information from seniors was obtained during the spring, 1975. This information was computerized for storage and future use. A second follow-up was sent during the spring of 1976, to collect occupational

TABLE 45

NUMBER OF TIMES TARGETED ACTIVITY WAS PERFORMED
IN PLACEMENT AND FOLLOW-UP

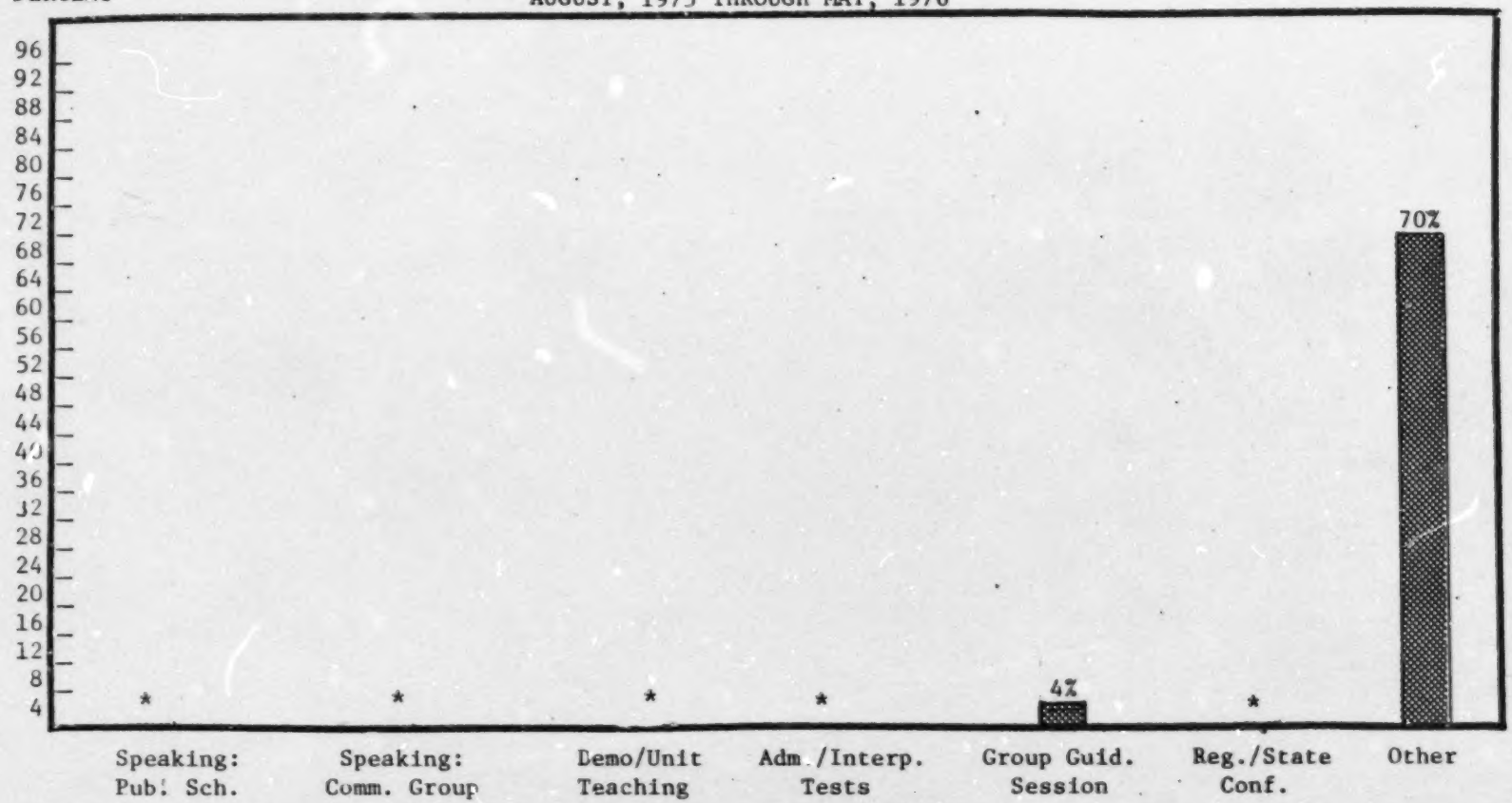
TARGETED ACTIVITIES	Total
Arranging/Conducting Field Trips	1
Supplying Teaching Aids	4
Securing/Assisting Resource Speakers	0
Teacher Conferences about C/E	0
Adm/Support Personnel Conferences about C/E	1
Arranging/Conducting Assembly Programs	0
Visiting/Surveying Business and Industry	0
Speaker: Public School	0
Speaker: Business/Parent or Community Group	0
Demonstration/Unit Teaching	0
Administering/Interpreting Tests	0
Group Guidance Sessions	1
Regional/State Conferences	0
Other	16

TABLE 46
CONSULTING ACTIVITIES FOR PLACEMENT AND FOLLOW-UP
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

TABLE 46 (CONTINUED)
CONSULTING ACTIVITIES FOR PLACEMENT AND FOLLOW-UP
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



*Less than 2 percent

information. The follow-up information will be used for program planning. Table 47, shows the number of follow-up cards sent, when sent, and returns.

TABLE 47

FOLLOW-UP CARDS SENT
WITH RETURNS

Source	Year	Number Mailed	Number Returned
Seniors	1975 (1st mailing)	1,038	107
Seniors	1975 (2nd mailing)	923	135
Seniors	1974	791	75
Seniors	1973	1,160	80
College	1975	365	85

Table 48, Project Activity Man-Hour Analysis for Placement and Follow-up (Percentage Comparisons), August, 1975 through May, 1976, shows the man hours by percentage devoted to the placement and follow-up component in three categories. These were:

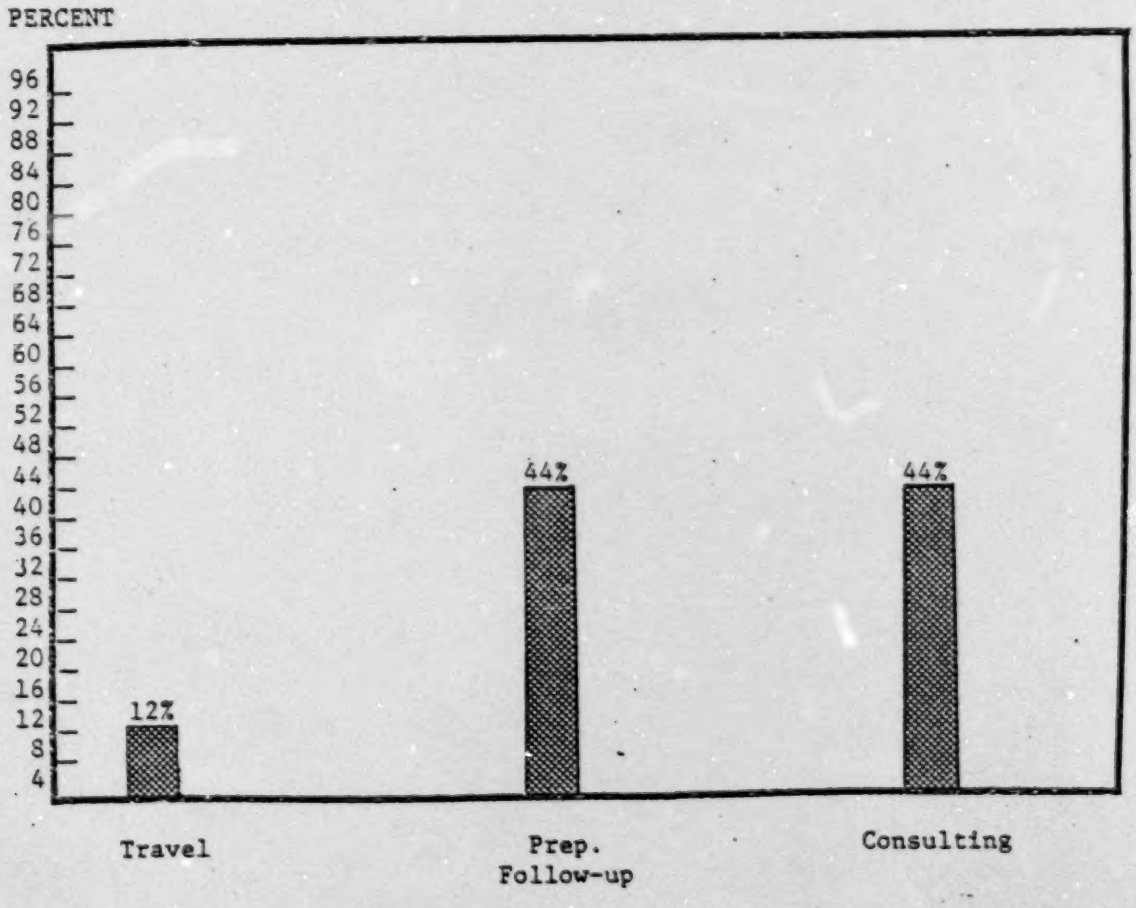
- Consulting, 44 percent
- Preparation and Follow-up, 44 percent
- Travel, 12 percent.

3. Conclusions and Recommendations. The placement and follow-up component adequately met its objectives. The following are strengths of the component:

- established rapport and a working relationship with employers, chambers of commerce, and Texas Employment Commission

TABLE 48

PROJECT ACTIVITY MAN-HOUR ANALYSIS
FOR PLACEMENT AND FOLLOW-UP
(PERCENTAGE COMPARISONS)
AUGUST, 1975 THROUGH MAY, 1976



- establish referral system and working relationship with public schools of Grayson County
- collected exit information on seniors
- conducted third follow-up.

Premajor weaknesses were:

- project director acting as the placement and follow-up when a full-time employee was needed
- lack of placement and follow-up for out-of-school youth and adults.

Recommendations for the placement and follow-up component included:

- full-time placement and follow-up director
- development of placement and follow-up activities for adults and out-of-school youth.

CONCLUSIONS AND RECOMMENDATIONS

The overall strengths of the project were:

- feeling by superintendents that the project helped to increase attendance and interest in their schools
- coordinated effort for career education in Grayson County was continued by 12 professionals with five components
- improved communications between project and schools and among components within the project
- provided career education services and information to a wide range of personnel throughout Grayson County which included 14,754 contacts by project staff
- success of the county model for career education provides a demonstration for replications especially in investigation, exploration, and group guidance
- special commendation should be given the project for the teaching aids and materials for career education provided the teachers in Grayson County which will continue to be used after the project is discontinued
- development of an excellent staff with a wide range of background experiences which add multidimensions to the project especially in the awareness, exploration, and group guidance components
- development of instructional programs for students in occupational investigation and exploration
- providing test administration and interpretation through the intensive group guidance, awareness, investigation, and exploration components

- providing career information for students which led to comment from an adult who said, "I wish they had that kind of program when I was in school."
- excellent support of business and industry to the project
- program was relevant and students responded to the positive information provided through instruction
- provided activities that students could participate which will be beneficial in later life
- activities provided by the project reinforce school learning activities
- made information available to students concerning educational opportunities available in Grayson County after graduation.

The major weaknesses were:

- limitations of the project based on number of staff, time, and effort
- expressed feeling of project staff that most building level administrators tolerated the program as long as the project staff did not get in the way or cause any changes
- project personnel needed more time in school to establish themselves as a part of the system
- provide more inservice for project staff and school faculties
- lack of interface by the project with the 13 school districts in the area of planning
- benefits for project staff were not provided especially sick leave.

Recommendations for overall project improvement include:

- intensive inservice training for teachers in participating schools to develop understanding of career education
- intensive inservice training for project staff in management and career education strategies
- further development of the Management Information System to provide better feedback for project management
- continued articulation of each component with each project member aware of each component and how each supports the total coordinated effort for career education
- move investigation instruction to 9th grade
- move exploration instruction to 10th grade
- move GATB to 10th grade
- develop inservice capabilities of project staff for use with local school districts. Outside inservice conducted by other agencies does not develop the expertise to support the project.

Overall, special commendation should be extended to Grayson County College, Grayson County Public Schools, and the project staff for the intensive efforts to install a massive project with five components involving the diverse interests, backgrounds, and motives of the populations to be served. The project is near the fully attained level for the final year of operation. An indication of the impact is demonstrated by the fact that superintendents have made applications for regular units to continue the exploration and investigation activities.